DOCUMENT RESUME

ED 105 364 95 CG 400 116

AUTHOR	Galant, Richard, Comp.; Moncrieff, Nancy J., Comp.
TITLE	Parent Counseling. Searchlight: Relevant Resources in High Interest Areas. Update Search 8U-2.
INSTITUTION	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-6-2487
PUB DATE	Dec 74
CONTRACT	OEC-3-6-002487-1579
NOTE	23p.; For related documents, see ED 061 570 and ED 082 109
AVAILABLE FROM	Impact Publications, School of Education, Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 (HC $1.50, cash or money order must accompany request)
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	*Annotated Bibliographies; Parent Child Relationship; *Parent Counseling; Parent Participation; *Parent School Relationship; *Research Reviews (Publications); *Resource Materials
IDENTIFIERS	*Searchlight

ABSTRACT

This second updated search of the ERIC system, "Dissertation Abstracts," and journal literature has yielded 87 document abstracts which cover ways in which the school can involve the parents in the education and social development of the child. (CJ)

ED105364

searchlight

Relevant Resources in High Interest Areas

8U-2 UPDATE SEARCH

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Compiled by Richard Galant
and Nancy J. Moncrieff

December 1974

This search covers ways in which the school can involve the parents in the educational and social development of the child.
(87 document abstracts retrieved)

$1.50

CG 400 116

Parent Counseling

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from March 1973 through September 1974.

Ordering Instructions

Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

ERIC Documents

References in this search for which an ED (ERIC Document) number is given may be ordered from the ERIC Document Reproduction Service (EDRS). Copies are available in either hard (photo) copy or in microfiche form. The microfiche require a special machine for use. To order any of the ED materials, please refer to the EDRS Order Blank at the back of this packet.

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Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ERIC Documents

ED 068 852 CG 007 550
Stapp, James L. Whittlesey, R. R.
Practical Group Counseling for Parents: An Application for the Public Schools.
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling, Counseling Goals, Educational Counseling, *Elementary School Counseling, Family Counseling, *Group Guidance, Guidance, *Guidance Programs, *Parent Counseling, *Parent School Relationship, Pupil Personnel Workers
In order to provide a direct service to parents and to mobilize a cooperative effort between school and home, a series of group counseling sessions were planned. The project was designed to permit flexibility in group composition, goals attempted, discussion contents, meeting times, and physical arrangements. The initial lack of formal direction stimulated various staff members to promote parent groups with programs divergent in nature. The following groups were started from this frame of reference and have been carried through to termination: (1) a group of junior and senior high school students, teachers, and school personnel; (2) a group for parents of elementary children whose problems were primarily academic but with a wide variety of severity; and (3) a series of discussion groups sponsored in cooperation with the local mental health center. It is hoped that a more formal research policy used in conjunction with periodic follow-up and review will provide sounder direction. (Author/BW)

ED 068 854 CG 007 553
Whittlesey, Richard L.
Transactional Analysis: A Theoretical Position as an Aid in Parent Counseling.
Pub Date 67
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling, Counseling Effectiveness, *Counseling Theories, *Counselor Attitudes, *Counselor Performance, Educational Counseling, Helping Relationship, *Parent Counseling, *School Psychologists
Identifiers—Transactional Analysis
Transactional Analysis as it can be applied to the needs of the school counselor and school psychologist is discussed. An overview of the major tenents of transactional analysis is presented, followed by a descriptive diagnosis of operating ego states. Game playing on the parts of parents and psychologists is discussed and the author concludes with a summary of appropriate counselor responses. It is emphasized that the purpose in proposing the Transactional Analysis model has been to aid the psychologist in organizing counseling data and in generating desirable counseling responses. In addition, it is believed that the school psychologist should find the model useful for inservice training programs designed to increase the proficiency of teachers and consultants in analyzing problems in parent counseling and parent conferences. While the theory is not proposed as an all inclusive answer, or the only available model, it is advanced as a very helpful tool. (Author/BW)

ED 068 855 CG 007 554
Wadsworth, John M. And Others
Intervention Programs Designed to Improve Communication Between Parents and Students.
Nebraska Univ., Lincoln
Pub Date 72
Note—23p.; Paper presented at the American Personnel and Guidance Association Convention, March 28-30, 1972, Chicago, Illinois
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, *Communication (Thought Transfer), Letters (Correspondence), Parent Attitudes, Parent Participation, Parent Reaction, *Parents, *Parent Student Relationship, *Student Personnel Services
Three communication programs were designed to improve the communication styles and the nature of interactions between parents and their sons or daughters attending college. The program focused generally on: (1) telling parents what college life is like and about some of the major concerns and worries of students, and (2) presenting parents with different models of interacting with students. Two major communication programs consisted primarily of a series of mailings to parents and third involved direct personal contact with parents during a summer orientation. The results showed that in general, parental reactions were quite positive. Also, the series of mailed treatments appeared to have little or no impact on parental communication styles. In conclusion, it appeared that for the type of parents who participated in this program, a mailed treatment involving written material was not powerful enough to have an impact upon parental attitudes or communication styles. (Author)

ED 069 070 EC 050 145
Parent Education/Parent Counseling; A Selective Bibliography. Exceptional Child Bibliography Series No. 631.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Aug 72
Note—32p.
Available from—The Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstracts, *Annotated Bibliographies, *Exceptional Child Education, *Handicapped Children, Parent Child Relationship, *Parent Counseling, *Parent Education, Parent Influence, Parent Role, Parent School Relationship
The selected bibliography on parent education and parent counseling contains approximately 98 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1952 to 1971. (CB)

ED 070 234 40 EC 050 501
Shames, George H. Egolf, Donald B.
Experimental Therapy for School-Age Children and Their Parents. Final Report.
Pittsburgh Univ., Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—48-2130
Pub Date 30 Jun 71
Grant—OEG-0-8-080080-3525
Note—74p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adolescents, Children, Classification, Educational Programs, *Exceptional Child Research, *Parent Child Relationship, *Parent Role, Program Development, Speech Handicapped, *Speech Therapy, *Stuttering, Verbal Communication
Reported were the development and testing of a therapy program for stutterers which aimed at involving parents in the treatment process. The experimental therapy program was developed and applied to a group of 13 parent child dyads whose interaction patterns were analyzed in an attempt to identify factors pertinent to the child's stuttering. Therapeutic strategies were developed on the basis of observed parent maintenance of stuttering behaviors. Children were found to generalize their increased fluency, acquired with a therapist, to their respective parents. Positive changes in parental verbal behavior were observed. The feasibility of employing the therapy program in a school setting was tested with 13 children. The program was found to be successful in managing stuttering and feasible from the viewpoint of school administrators. Categorization of parent child interactions into 35 thematic content categories was thought to provide crucial information relating to possible maintenance factors of stuttering. It was found that parents of stutterers consistently yielded more negative profiles on the basis of the categories than did parents of nonstutterers. (Author/GW)

ED 075 750 CG 008 000
Dobson, Russell L. Shelton, Judith L.
Family Involvement-Communication System (FICS); FICS: An Expanded View of Counselor Consultation; Native American Family Involvement-Communication System (NAFICS) (A Series).
Oklahoma State Univ., Stillwater. Coll. of Education.
Pub Date May 72
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Communication Skills, Elementary School Counselors, Family Attitudes, Family Influence, *Family Involvement, *Family School Relationship, Models, *Parent School Relationship, School Personnel, Schools, Student Personnel Workers
The purpose of this model is the implementation of a multi-faceted Family Involvement-Communication System (FICS) which has as its major thrust the involvement of the family as active partners in school experiences. The model provides training and experiences. The model provides training and experiences for teachers, principals, parents, and graduate students in involvement and communicative skills, with special emphasis on the elementary school counselor as an ideal person to organize and coordinate a human relation "umbrella" approach to consulting services. The Native American Family Involvement-Communication System (NAFICS) is also presented as a theoretical model designed to assist low-income Native American families in developing their leadership potential in order to assume substantive roles as para-professionals working with other parents, teachers, and students. Goals of FICS include opening communication lines, assessment of family needs, and provision of practical experiences in parent involvement and communication skills for graduate students in education and psychology. (Author/SES)

ED 075 916 EA 005 044

Wiener, William K. Blumberg, Arthur

The Parent School Communications Questionnaire: A Measure of School Boundary Permeability.

Pub Date Feb 73

Note—15p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, Febraury 26 - March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Communication (Thought Transfer), *Interpersonal Relationship, *Measurement Instruments, Parent Participation, *Parent School Relationship, *Questionnaires, *School Community Relationship, Speeches, Statistical Analysis, Validity

Identifiers—*Parent School Communications Questionnaire, PSCQ

The Parent School Communications Questionnaire (PSCQ) is based on Katz and Kahn's (1967) notion of a directly proportional relationship between the permeability of the boundaries and the openness of a social system. The instrument is constructed to measure parental perceptions of five factors that seem heuristically to compose the social psychological boundaries of a school, and to elicit information about the degree and quality of interaction and influence of parents with the personnel of their child's school. The results of the field test of the PSCQ indicate its potential as a tool to assist school administrators in testing parental perceptions of the current status of their schools. (Author)

ED 076 924 CG 008 146

Smith, David L. And Others

The Years of Anxiety: A Handbook for Parents of Junior High School Children.

Oconomowoc Public Schools, Wis.

Pub Date 71

Note—19p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Human Development, Individual Development, *Junior High Schools, *Junior High School Students, Manuals, Parent Attitudes, Parent Reaction, *Parents, *Parent Student Relationship, *Student Adjustment, Student Needs, Student Problems, Students

This handbook was written to assist parents in developing greater understanding of early adolescence and the function of the junior high school in relation to their child. It assumes that during the transitional stage from pre-adolescence to adolescence young people need a special situation in a particular setting to provide for their specific needs. The handbook points out the importance of the junior high school as an educational level attainable by virtually all students which is designed to allow broad exploration into academic, vocational, and avocational areas and to acquaint students with the vast educational possibilities available. Prepared by the junior high school guidance department, the handbook examines the operational structure of the school, the general curriculum, pupil personnel services available, extra-co-curricular activities, report cards, homework, close parent-student-school communication, and conferences with teachers and counselors. (Author/SES)

ED 077 573 PS 006 499

Harper, Randolph J. And Others

Treating the Mother-Child Dyad in the Nursery School.

Louisiana State Univ. Medical Center, New Orleans

Pub Date Nov 72

Note—18p.; Paper presented at the annual meeting of the American Association of Psychiatric Services for Children (Washington, D.C., November 1-5, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Child Development Centers, *Child Psychology, *Mother Attitudes, *Nursery Schools, Parent Child Relationship, *Parent Education, Preschool Education, Psychotherapy, Speeches

A preliminary report is provided on a therapeutic nursery school program at Louisiana State University Medical Center in New Orleans. The program emphasizes the mother-child unit rather than the child as a single individual. Within the mother-child relationship, attention is given to altering perceptions and expectations, to experience of and sharing of affect, and to the development of new behaviors and practices. Long- and short-term treatment goals are set for each mother-child unit. There are therapist-educators for the children and educators for the mothers. Examples of the treatment process are provided. (DB)

ED 077 577 PS 006 503

Chethik, Morton

Betsy: The Treatment of a Pre-Schooler Via the Mother.

Pub Date Nov 72

Note—27p.; Paper presented at the annual meeting of the American Association of Psychiatric Services for Children (Washington, D.C., November 1-5, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Child Psychology, Guidance Functions, *Intervention, Mothers, *Parent Child Relationship, *Parent Role, Preschool Clinics, *Psychotherapy, Speeches

The technique of intervention in which the mother directly treats her child is illustrated by a case study of a five-year-old child. In the study, descriptions are provided of the therapist's sessions with the mother, the mother's work with her daughter, and the impact on the child's functioning as the treatment unfolds. Some of the potential hazards and limitations of this technique are also discussed. (DB)

ED 078 109 UD 013 619

Kahn, Ruth. Goodman, Harvey

Successful Adaptations of Group Therapy Techniques in the Treatment of Socially and Economically Deprived Mothers of School Children.

American Orthopsychiatric Association, New York, N.Y.

Pub Date May 73

Note—27p.; Paper presented at the American Orthopsychiatric Association annual meeting, May 29-June 1, 1973, New York, N.Y.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Economically Disadvantaged, Elementary School Students, *Group Therapy, Inner City, *Mothers, Parent Child Relationship, Psychological Services, Puerto Ricans, *School Social Workers, Socially Deviant Behavior, *Socially Disadvantaged, Socially Maladjusted, Social Problems, Therapeutic Environment

Identifiers—New York

This paper presents a series of modifications in technique and procedure in the general area of group therapy developed to meet the needs of a unique client group. The varied material brought together here are derived essentially from the study of a group of mothers formed by the leader in January 1971, after some two years of experience with a fairly typical Puerto Rican mothers group in a school on the elementary level in East Harlem. Such aspects as the length of sessions, media of communication, initial group and individual resistance for economic, social, and/or cultural reasons, and planful use of the therapist's feelings toward client movement from insight to change as well as the manipulation of certain environmental factors, are considered in this study. Among the features which most strikingly differentiated the group of mothers studied from any privately composed group were the lack of selectivity of members based on screening for diagnosis and the inherent limitations set thereby on range, balance, and preconsideration of likely group dynamics, since all members, generally of depressed social and economic means, had to have young children with behavior and/or learning problems, and only the most disturbed of those who volunteered might be kept out of the group. (Author/JM)

ED 078 660 CG 008 217

Piercy, Fred P.

Adlerian Counseling for Parent Education.

Pub Date May 73

Note—10p.; Paper presented at the American Personnel and Guidance Association, (Atlanta, Georgia, May 23, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Failure, Behavior Problems, Childhood, *Counseling Theories, Family Counseling, Family Environment, *Family Relationship, *Helping Relationship, Misbehavior, Parent Child Relationship, *Parent Counseling, *Parent Education, Youth Problems

Identifiers—Adlerian Counseling

The helping professions must aid parents in understanding their children and in providing parents with methods to improve family relationships. Adlerian counseling is presented as one potentially useful method of reaching this goal. The basic principles and democratic philosophy of Adlerian counseling are outlined, and emphasis is placed on the educational aspects of the approach. A case history is also included to exemplify various Adlerian techniques of dealing with typical childhood problems of misbehavior and academic failure. If we are beneficially to affect children's home environments on a large scale, we must share useful counseling skills with parents themselves. (Author/LAA)

ED 080 154 PS 006 632

Becker, Wesley C.

Guide for Group Leaders for "Parents Are Teachers: A Child Management Program".

Pub Date 71

Note—41p.

Available from—Research Press Company, 2612 North Mattis Avenue, Champaign, Illinois 61820 ($2.00, Copies of the 199 page manual are also available for $3.75)

Document Not Available from EDRS.

Descriptors—*Behavior Change, *Leaders Guides, *Parent Education, Parent Participation, *Parent Workshops, Punishment, *Reinforcement

This manual is designed to assist group leaders in training parents with the child management program, "Parents are Teachers". Activity outlines for each of the 10-week sessions show the teacher how to present parents with various kinds of reinforcement and discipline systems. Hypothetical situations are used to teach parents how they can encourage their children to help themselves. The teacher is encouraged to provide parents with small gifts for their children from time to time and to give awards to parents for perfect attendance. A related document, the Child Management Program Manual, is ED 047 826. (ST)

ED 081 468 PS 006 642

King, Beverly Forman

Inclusion of Parents in Supportive Educational Experiences.

Pub Date 72

Note—148p.

Available from—Royal Enterprises, P. O. Box 4171, Fort Worth, Texas 76106 ($3.95 plus 350 handling)

Document Not Available from EDRS.

Descriptors—*Disadvantaged Youth, Intellectual Development, Learning Motivation, *Parent Child Relationship, *Parent Participation, *Parent School Relationship, Parent Teacher Cooperation, Perceptual Development, *Preschool Programs, Sex Differences, Verbal Development

Identifiers—Primary Academic Sentiment Scale, Primary Mental Abilities Test

A study was developed to involve parents in the learning environment of children attending a Head Start Child Development Center in the belief that it is crucial for the home and school to work closely for the development of the child. The purposes of the study were to (1) develop a series of take-home packets for involvement of parents and child, (2) investigate the effect of cooperation between home and school in learning experiences for children in the center, (3) determine if parent-teacher cooperation increases a child's motivation for learning, and (4) ascertain if parent-child interaction in learning experiences reflects a higher measure of intelligence. The

children (N=64) were pre- and posttested on the Primary Mental Abilities Test and scored significantly higher on the posttest. It was concluded take-home pockets contributed to the child's awareness of his mother's helping role. Child-parent-teacher interaction improved. Although a high degree of motivation appeared to be present during the study, results of tests do not support increased motivation. Greater parental dependency was reflected by the experimental group. (ST)

ED 082 428 EC 060 198

Mentally Gifted Children and Youth: A Guide for Parents.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education

Pub Date 73

Note—25p.

Available from Pennsylvania Department of Education, Box 911, Harrisburg, Pennsylvania 17126

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Exceptional Child Education, *Gifted, *Parent Role, *Questionnaires, *School Role

The brochure is intended to help parents understand and aid their gifted children in home, school, and community. Gifted children are defined in terms of outstanding intellectual or creative ability and rank among the top 10% of the nation's school population. Studies are said to reveal that gifted children do not follow a uniform pattern in delineation of individual nature, interests, and needs, yet tend to be superior in almost all measurable human traits. Needs of the gifted child are presented in terms of developmental tasks and profiles for the age levels of infancy and early childhood, middle childhood, and adolescence. The role of parents in motivating their gifted child is discussed, and 10 ways parents can be helpful to schools (such as helping to secure resource materials and persons for research purposes) are listed. Suggestions made for schools to provide adequate programs include offering differentiated, individualized programs in broad rather than specific vocational areas. Questionnaires containing from 19 to 25 questions focus on whether a child is gifted, whether a parent is gifted, and whether a school provides for the gifted child. (MC)

ED 082 803 PS 006 283

Cantor, Barbara Chabrow, Sheila

Reaching Parents—The Why's and How's.

Parent Cooperative Preschools International, Baie d'Urfe (Quebec)

Pub Date 72

Note—20p.

Available from—PCPI, 20551 Lakeshore Road, Baie d'Urfe, Quebec, Canada ($0.50 for members, $0.75 for non-members)

Document Not Available from EDRS.

Descriptors—Educational Objectives, Guides, *Nursery Schools, *Orientation, *Parent Education, *Parent Participation, *Preschool Education

Identifiers—Parent Cooperative Preschools International

This guide provides ideas for organizing and conducting orientation and inservice parent education programs in nursery schools (particularly cooperatives). It outlines items to be included in parent orientation meetings and enumerates the goals of a community nursery school. Also discussed are suggestions for working with children, some excerpts from a parent education program in Alexandria, Virginia, and some program topics. A parents' library booklist, an observation checklist for visiting schools, and suggestions for stimulating more interest in parent education programs are included. (For related document, see PS 006 289.) (SET)

ED 082 804 PS 006 289

Chisholm, Joan

Reaching Parents—Parent Programming and Workshop Planning.

Parent Cooperative Preschools International, Baie d'Urfe (Quebec)

Pub Date 72

Note—11p.

Available from—PCPI, 20551 Lakeshore Road, Baie d'Urfe, Quebec, Canada ($0.50 for members, $0.75 for non-members)

Document Not Available from EDRS.

Descriptors—Guides, *Parent Education, *Parent Participation, *Parent Teacher Cooperation, *Preschool Education, *Workshops

Identifiers—Parent Cooperative Preschools International

This booklet provides suggestions for organizing programs and workshops for parents of children in cooperative preschools. Workshop topics, suggestions for selecting speakers, and ways to encourage the attendance of fathers are discussed. A checklist to use in preparing for a workshop or conference includes reminders on arrangements for facilities, registration, speakers, materials and displays, publicity, etc. (For related document, see PS 006 283.) (SET)

ED 083 513 CG 008 397

Lehrer, Paul M. And Others

Parent Groups in Behavior Modification: Training or Therapy.

Pub Date Aug 73

Note—22p.; Paper presented at the American Psychological Association Convention, 26 to 31 August 1973, Montreal, Canada

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affective Objectives, Behavior Change, *Behavior Development, *Behavior Patterns, Behavior Problems, Mental Health, *Parent Child Relationship, *Parent Counseling, Psychological Services, *Training

This paper describes a model in which parents were taught to modify the behavior of their children. Parents were referred to the group after only brief screening consisting of a lengthy questionnaire, an intake interview with a clinician at a mental health center, and perhaps a brief discussion of the case at a disposition conference. Referrals to the program were made for those parents who indicated that their children manifested behavior problems. Thus, the group tested the adequacy of this model for outpatient treatment of children at a mental health center. Ten couples and one single parent agreed to participate in the course which was for ten two-hour sessions, and met once each week in the evening. The results of the course suggest that academically-oriented courses in behavior management are not sufficient treatment for a large percentage of family cases referred to psychiatric treatment facilities, although they may be adequate for other parent populations such as public school parents. The results further suggest that a more clinical group treatment approach should be considered. The fact that 77% of the group participants did carry out successful programs and that the parents did tend to learn the principles of behavior modification suggests that formal parent behavior modification courses can be the major treatment offered for certain selected clients, and can be of considerable adjunctive value with others. (Author/WSK)

ED 084 013 PS 006 825

Altman, Gilbert

Preventive Opportunities in Childhood Bereavement. (Death of a Parent Study).

Center for Preventive Psychiatry, White Plains, N.Y.

Pub Date 8 Apr 64

Note—16p.

Available from—Center for Preventive Psychiatry, 340 Mamaroneck Avenue, White Plains, N.Y. 10605 ($1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adolescents, *Clergymen, *Death, Elementary School Students, *Emotionally Disturbed Children, *Parent Child Relationship, Personality Development, Preschool Children, Prevention, *Psychiatry, Socially Deviant Behavior

Identifiers—Bereavement

This lecture to clergymen presents a discussion of childhood bereavement and possible long-term psychological effects. A correlation between the loss of a parent and later-life mental illness is suggested, as well as the need to look closely at children's unique ways of grieving. The clergyman's role in helping bereaved families is emphasized. (SET)

ED 084 038 PS 006 976

Holmes, Monica And Others

The Impact of the Parent-Child Centers on Parents: A Preliminary Report. Volume II.

Center for Community Research, New York, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Feb 73

Note—331p.; PS 006 975 is Volume I of this report, for other related documents, see PS 006 977 and PS 006 981

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Behavior, *Child Care Centers, Family Background, *Federal Programs, Health Services, Interviews, Nutrition, *Parent Attitudes, *Parent Child Relationship, Parent Participation, *Preschool Children, Questionnaires, Rural Family, Self Concept, Urban Environment

Identifiers—Parent Child Center Program, PCC

This document is the second part of a report based on interim findings of the Parent-Child Center impact study on parents. Interviews were conducted with 354 parents at seven Parent-Child Centers in order to measure (1) parenting (behavior, feelings, and attitudes); (2) self-concept (feelings of control over personal destiny, participation in community events, and interpersonal relationships); (3) knowledge and use of community resources; and (4) health care and nutrition. The program's design and methodology, as well as parents' demographic background information are included. An appendix contains a sample parent questionnaire. (SET)

ED 084 755 EC 060 634

Advani, Kan

Involving Parents in the Behavior Modification Program of Their Children in Home and School. A Research Project.

Frontenac County Board of Education, Kingston (Ontario).

Spons Agency—Ontario Educational Research Council, Toronto.

Pub Date Apr 73

Note—38p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Change, *Early Childhood Education, *Exceptional Child Research, Handicapped Children, *Hyperactivity, Operant Conditioning, *Parent Education

Six children enrolled in a 'Kindergarten for Children with Special Needs' were the subject of a 3-month study of behavioral techniques applied to children's problem behavior through the training of parents. The children were rated as hyperactive and immature with various emotional, social, and physical problems. The study worked with the children in their natural environment (homes) and attempted to bring about change in their behavior through parental involvement. The improvement shown by the children suggested the advantage and need of early intervention in families of deviant children. (Author)

ED 085 613 CG 008 496

Hughes, Frances White

Self-Concept Development in Inner-City Seventh Grade Youth as Affected by the Influence of Community School Counseling on Significant Others.

Pub Date 72

Note—270p.; Ph.D. Dissertation, Catholic University of America

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Counseling Effectiveness, *Disadvantaged Youth, Doctoral Theses, Parent Child Relationship, *Parent Counseling, *Parent Influence, *Parent School Relationship, Research Projects, Role Theory, *Self Concept, Socialization, Urban Education

The primary objective in this study was to determine the extent to which counseling with significant adults (parents) for the purpose of modifying their attitudes, values, and behavior would manifest itself in the self-concept centered attitudes and values of their children after 13 weeks. A secondary purpose was to determine the effectiveness of the community school (3 to 9 P.M.) in creating for itself an ancillary guidance

role to enhance and extend the services of the core program (9 A.M. to 3 P.M.). Subjects were 188 inner-city seventh grade youth from five participating junior high schools in Washington, D.C. Pretest-posttest gains of the subjects were determined by the California Test of Personality. Other participants were subjects' parents, who received the counseling and applied at home what they learned. There were three treatment groups: structured, unstructured (placebo), and control (nontreatment). Statistically significant gains were observed in the posttreatment awareness of the subjects in selected self-concept centered personal and social life adjustment problems in parent-child relationships were dealt with. All leaders received training in recruitment of parents for the SHCs and in conducting the SHCs. The SHCs met weekly, and were attended by 961 parents, averaging about 14 per session. There were two T-Groups for the experimental group, a pair of schools participating in each. One group met for 54 sessions, the other for 36. Differences between experimental and control groups were assessed through pre and post-project interviews. [Reproduced from best available copy.] (Author/JM)

ED 085 617 CG 008 521

Miller, G. Dean, Ed.

Additional Studies in Elementary School Guidance: Psychological Education Activities Evaluted.

Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—445p.

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Communication Skills, *Elementary School Guidance, *Elementary School Teachers, Guidance Programs, *Parent School Relationship, Peer Relationship, Program Evaluation, *Psychoeducational Processes, *Self Concept, Student Development

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This publication, fourth in a series on elementary school guidance, focuses primarily on three target populations counselors are committed to serve: children, teachers, and parents. It contains a collection of controlled studies and the impact of counselor effort on a variety of important guidance outcome variables: selfconcept, peer status, attitude toward school, and interpersonal communication skills of teachers and parents. In virtually all of the research reported, the positive influence of counselor-led activities is a result of some designated competence applied in a systematic way to a specific need of children, teachers or parents. It appears that psychological education, like cognitive learning, is most successful when learning activities are relevant and presented in an orderly manner over time. (Author/LP)

ED 086 762 UD 014 008

Theaman, Milton Gadlin, Walter

Modifying Parent-Child Behavior in a Low Income Group.

Psychological Service Center, New York, N.Y.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [71]

Note—52p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Authoritarianism, *Behavior Change, *Changing Attitudes, Clinics, Group Discussion, *Leadership Training, *Low Income, Parent Attitudes, *Parent Child Relationship, Parent Counseling, Self Help Programs, Sensitivity Training, T Groups, Urban Population

Identifiers—New York City

The United Parents Association (UPS) developed Self Help Clinics (SHC) in schools in low income areas in New York City. These Clinics consisted of groups of parents meeting regularly to discuss problems centering around their children and the schools. In the course of these discussions, questions of parent-child relationships were frequently raised. The objective was to intervene in the SHCs in a manner that would modify the authoritarian relationship between parent and child, in order to promote more self-reliance, self-motivation and self-control in the children. The Psychological Service Center was asked by the UPA to design and carry out the intervention. Fifty-four parents from seven schools were trained as leaders for the SHCs. Three of these schools were assigned to the control group, the other four to the experimental group. The experimental procedure included a T-Group for SHC leaders, at which

Journal Articles

EJ 067 524 040 AA 513 610
The School As Family Calder, Frederick C., *Independent School Bulletin*, v32 n1, pp5-6, Oct 72
*Family School Relationship, *Student School Relationship, *Parent Student Relationship, *Parent School Relationship, *School Responsibility, School Role
Discusses the changing character of schools and their function as the emotional center for parents and their children. (RK)

EJ 067 914 140 SP 501 635
Involving Parents in Schools: Toward Developing a Social-Intervention Technology Pomfret, A., *Interchange*, v3 n2-3, pp114-30, 72
*Educational Change, *Parent Participation, *Elementary Schools, Lower Class, Socioeconomic Influences

EJ 068 217 240 EC 050 438
Resistance to Dealing with Parents of Battered Children Sanders, R. Wyman, *Pediatrics*, v50 n6, Dec 72
*Exceptional Child Services, *Emotionally Disturbed, *Child Abuse, *Parent Counseling, *Communication Problems, Case Studies, Emotional Problems

EJ 068 283 240 EC 050 580
To Whom Does He Belong, Parents or State? Kronick, Doreen, *Academic Therapy Quarterly*, v8 n1, pp67-72, F 1972
*Exceptional Child Education, *Learning Disabilities, *Parent Role, *Professional Personnel, Government Role, Decision Making
Seeking to clarify whether major responsibility for a child's welfare rests with state or parents, the article contends that the valid concept of the state providing for the child has often been carried too far and that parents should assert themselves more in decisions involving their child's education. (KW)

EJ 069 374 090 RC 501 123
Between Parent and Counselor Poppen, William A., White, Priscilla, *Tennessee Education*, v1 n2, pp16-21, Sum 71
*Counseling, *Counselor Role, *Parent Workshops, Guidelines, Parent Teacher Conferences
The school counselor can accomplish parent education through (1) the case group meeting (the guidelines are included), (2) a parent-teacher education center, and (3) the Parent Effectiveness Training Program. (NQ)

EJ 070 961 090 CG 505 291
Family Education: A Model for Consultation Christensen, Oscar C., *Elementary School Guidance and Counseling*, v7 n2, pp121-219, Dec 72
*Family Counseling, *Counselor Functions, *Parent Counseling, *Interviews, *Family Problems, Consultants, Counselor Role, Helping Relationship
The model alluded to here is essentially an educational one, which makes the assumption that the lack of knowledge, information, or experience is the basis of maladaptive behavior. People, if provided new or pertinent information, are capable of applying the new information to their situation to bring about change. (Author)

EJ 070 970 090 CG 505 300
School--Who is Responsible? Moore, John; Haley, Margaret, *Elementary School Guidance and Counseling*, v7 n2, pp171-172, Dec 72
*Child Responsibility, *Homework, *Parents, *Learning, *Learning Activities, *Parent Child Relationship, Parent Participation
The responsibility for learning belongs to the child. In most cases a child will accept this responsibility. (Author)

EJ 070 984 090 CG 505 339
A New Model for Humanizing Families and Schools Gordon, Thomas, *Journal of the International Association of Pupil Personnel Workers*, v17 n1, pp17-22, Jan 73
*Parent Child Relationship, *Pupil Personnel Services, *Training Techniques, *Human Relations Programs, *Family (Sociological Unit), Schools, Group Guidance, Prevention, Mental Health Programs
Effectiveness Training Programs are offering parents, teachers, counselors and administrators a new philosophy of dealing with children and youth, and of working with each other. These courses hold out a challenge to persons who have an interest in humanizing our families and schools. (Author)

EJ 071 536 240 EC 050 648
Effects of Group Procedure with Parents of MR Children Lewis, Juliet, *Mental Retardation*, v10 n6, pp14-15, Dec 72
*Exceptional Child Research, *Mentally Handicapped, *Parent Counseling, *Group Therapy, *Parent Attitudes, Changing Attitudes

EJ 072 265 490 AA 514 709
Talking About the Child's Progress Kahl, David H., *Today's Education*, v62 n2, pp35, Feb 73
*Parent School Relationship, *Parent Teacher Conferences, *Open Plan Schools, *Student Evaluation, Elementary Education, [, Madison Elementary School, Fargo, North Dakota]
Parent teacher conferences in an open classroom elementary school is described. (CB)

EJ 072 266 490 AA 514 710
"Johnny's Mother Isn't Interested" Samuels, Shirley C., *Today's Education*, v62 n2, pp36-8, Feb 73
*Parent School Relationship, *Parent Teacher Cooperation, *School Responsibility, *Cultural Awareness, *Teacher Attitudes, Parent Participation, Parent Attitudes
The school bears major responsibility for initiating good relationships with parents as well as for involving them in a meaningful way in their children's education. (Author)

EJ 074 061 040 SO 501 749
Influence of Expert and Peer Upon Negro Mothers of Low Socioeconomic Status Ross, Joel A., *Journal of Social Psychology*, v89 n1, pp79-84, Feb 73
*Social influences, *Peer Relationship, *Parent Attitudes, *Negro Attitudes, *Child Rearing, Behavioral Science Research, Research Methodology
The effectiveness of a white expert (psychologist) and that of a peer in influencing Negro mothers of low socioeconomic status were compared. Results indicated that the expert was more effective than the peer. (JB)

EJ 074 136 060 SO 501 805
Effect of Perceived Expertise, Strength of Advice, and Environmental Setting on Parental Compliance Crisci, Richard; Kassinove, Howard, *Journal of Social Psychology*, v89 n2, pp245-250, Apr 73
*Parent Counseling, *Parent Attitudes, *Reactive Behavior, *Environmental Influences, *Change Agents, Changing Attitudes, Role Perception, Decision Making
The study investigated the effect of perceived level of communicator expertise ("Dr." vs. "Mr.") and strength of advice (positive vs. neutral) on behavioral compliance with a psychologist's recommendations in two environmental settings (school and clinic). Compliance varied directly with perceived level of expertise and strength of advice. (JB)

EJ 074 591 210 PS 502 544
Create A Parent-Space-- A Place to Stop, Look and Read Marion, Marian C., *Young Children*, v28 n4, pp221-4, Apr 73
*Parent Teacher Cooperation, *Parent School Relationship, *Facilities, *Space Utilization, Communication (Thought Transfer), Information Centers
Ideas are presented here in the hope that teachers will create a parent-space in their schools or classrooms, adapting and modifying these suggestions to meet the needs of their particular group of parents. (Author/CB)

EJ 075 265 420 AA 515 367
Parents' Locus of Control and Perception of Cause of Children's Problems Harris, Sandra L.; Nathan, Peter E., *Journal of Clinical Psychology*, v29 n., pp182-4, Apr 73
*Parents, *Locus of Control, *Parent Attitudes, *Child Rearing, *Problem Children, Perception, Measurement, Data Analysis
Hypothesis of this study was that parents who see their child's behavior problems as outside of parental control will have a more "external" orientation than those parents who see their child's behavior problems as a consequence of their own behavior toward the child. (Authors/CB)

EJ 076 175 180 EA 503 695
Telling Parents About Their Children De Spain, B. C., *Catalyst for Change*, v2 n2, pp20-21,23, Spr 73
*Grading, *Parent School Relationship, *Academic Performance, *Student Evaluation, *Report Cards, National Norms, Educational Innovation, [Trinity Area School District]
Describes a new 4-part grading program being used by a Pennsylvania school district, which provides parents with valuable information about their chilren's school progress. (Author)

EJ 077 961 240 PS 502 604
Co-Parenting Page, Ruth, *Children Today*, v2 n3, pp21,36, May-Jun 73
•Handicapped, •Handicapped Children, •Parent Counseling, •Parent Role, •Community Services, Family Life, Autism, Parent Child Relationship, Special Services, Parent Participation
Reprinted from "Closer Look," a newsletter of the U.S. Office of Education's Bureau of Education for the Handicapped. (DS)

EJ 078 801 010 CG 505 848
Orienting Junior High Parents Evans, Erna, *Personnel and Guidance Journal*, v51 n10, pp729-32, Jun 73
•Counseling Programs, Junior High School Students, •Parent School Relationship, Parent Attitudes, •Parent Participation, •Orientation, •Junior High Schools

EJ 078 949 060 CG 505 828
A Procedure For Fading From Experimenter-School-Based To Parent-Home-Based Control Of Classroom Behavior Coleman, Richard G., *Journal of School Psychology*, v11 n1, pp71-79, Mar 73
•Student Behavior, •Behavior Change, •Reinforcers, •School Psychologists, •Parent School Relationship, Reinforcement
A procedure was developed to establish control of three tarbet classroom behaviors by making point reinforcers backed up by hard goods

EJ 079 410 160 AA 516 014
Parents and Children in the Home Environment: Process and Product Implications for the School Setting Swick, Kevin J., Willis, Margo, *Education*, v93 n4, pp379-80, Apr-May 73
•Family Environment, •Parent Child Relationship, •Learning Experience, •Behavior Patterns, •Parent Influence, Early Experience, Interaction
Special attention should be directed toward helping pre-service teachers to gain a knowledgeable perspective on the various types of home learning patterns and how these patterns effect child behavior styles in the classroom. (Authors)

EJ 080 235 420 CG 505 757
Intervention Programs Designed to Improve Communication between Parents and Students Winkworth, John M., And Others, *Journal of College Student Personnel*, v13 n3, pp206-215, May 73
•Student Personnel Work, •Interpersonal Relationship, •Parent Student Relationship, •Intervention, •Communication Skills, Interaction
A description of three intervention programs designed to improve the communication styles and nature of interactions between parents and their college sons or daughters. (Author)

EJ 080 399 490 CG 505 758
After Innovation: Perspective on a Parent Orientation Program Celso, David L., *Journal of College Student Personnel*, v13 n3, pp216-219, May 73
•Student Personnel Work, •School Orientation, •Program Descriptions, •Parent School Relationship, •Parent Participation, Intervention
The data suggests the program was successful because it made a big, impersonal university familiar to parents and because it lessened their main fears that their son or daughter would not succeed. It showed them that academic and social success are probable, that there are people and services well-equipped and ready to help all students. (Author)

EJ 080 661 060 CG 505 926
Application of the Consultant Role to Parent-Teacher Management of School Avoidance Behavior Cooper, Jo Ann, *Psychology in the Schools*, v10 n2, pp259-262, April 73
•Change Agents, •Behavior Change, •School Phobia, •Problem Children, •Parent Participation, Reinforcement, School Psychologists
This study reports a successful behavior change program in a 6-year-old girl who became physically ill and continually cried at school. Behavior shaping procedures were used that differentially reinforced successive approximations to the final desired behavior. A unique aspect of this program was its utilization of the girl's mother as the primary behavior change agent. (Author)

EJ 080 778 090 CG 505 856
The Behavior Modification Process for Parent-Child Therapy LeBow, Michael D., *Family Coordinator*, v22 n3, pp313-319, July 73
•Family Counseling, •Therapy, •Problem Children, •Behavior Change, •Parent Participation, Behavior Problems, Helping Relationship, Intervention
This paper discusses the importance of incorporating the parents of the child with behavior problems into the treatment process by teaching them behavior modification principles. Trained parents augment the likelihood of producing long-lasting positive effects in their children and of extending their influence to other current as well as future difficulties. (Author)

EJ 081 311 240 EC 051 833
An Approach to Teaching Behavior Modification Principles to Parents Benassi, Victor A., Benassi, Barbara J., *Rehabilitation Literature*, v34 n5, pp134-7, May 73
•Exceptional Child Education, •Handicapped Chidren, •Parent Education, •Behavior Change, •Operant Conditioning, Reinforcement, Program Descriptions, Program Evaluation

EJ 082 532 CG 506 101
An Exemplary Awareness Program for Parents Rosner, Aria C., *Journal of School Health*, v43 n6, pp396-397, Jun 73
•School Health Services, •Parent Participation, •Health Education, •Program Descriptions, •Sex Education, Social Behavior
This article describes an awareness program for parents to help them understand implications of the sexual revolution and exchange ideas. (Author)

EJ 083 635 UD 502 552
How About Home as a Place to Start? O'Keefe, Ruth Ann, *Urban Review*, v6 n5-6, pp35-37, Jun-Jul 73
•Demonstration Programs, •Early Childhood Education, •Parent Child Relationship, •Preschool Education, •Home Programs, Parent Role, Home Instruction, Health Programs, Compensatory Education Programs, [Head Start]
Discusses the Home Start program, the new three-year Head Start demonstration program designed to bring comprehensive child development services to children and families in their own homes by helping parents provide many of the same services Head Start offers children in centers. (Author/JM)

EJ 085 002 PS 502 814
Behavioral Therapy Techniques in Treatment of Emotionally Disturbed Children and Their Families Wiltz, N. A., *Child Welfare*, v52 n7, pp483-492, Oct 73
•Emotionally Disturbed Children, •Operant Conditioning, •Parent Child Relationship, •Observation, Measurement Techniques, Family Counseling, Therapy, Time-out, Reinforcement, Behavior Change
Assessment of disturbed children and their parents in a natural setting, and procedures designed to divide interaction into fine components are basic in the behavioral approach to child and family therapy. (ST)

EJ 085 751 CG 506 401
Building Parent Involvement Nelson, Richard C., Bloom, John W., *Elementary School Guidance and Counseling*, v8 n1, pp43-49, Oct 73
•Elementary School Counseling, •Guidance Programs, •Paraprofessional School Personnel, •Parent Participation, •Parent Student Relationship, Interpersonal Competence, Parent Attitudes, Parent Workshops, Resources, Volunteers
Discussed is the rationale behind parent involvement in guidance and educational activities together with specific suggestions for involving parents with other adults (parent advisory committees, informal coffees, Transactional analysis (groups etc.), with children (story hours, trips, demonstrations, counseling booths, testing, interviewing, etc.) and with materials (construction, film production, etc.) Cautions that should be observed in including parents are also discussed. (EK)

EJ 086 081 EC 060 023
In Our Program -- Everyone Gets into the Act Stack, Patricia M., *Volta Review*, v75 n7, pp425-30, Oct 73
•Exceptional Child Education, •Deaf, •Early Childhood Education, •Home Visits, •Parent Education, Aurally Handicapped, Program Descriptions, Regular Class Placement
The Home Visiting and Parent Education Program at De Paul Institute in Pittsburgh takes the teacher into the home situation in an attempt to involve the entire family in integrating the deaf preschool child into his natural world. (Author)

EJ 087 523 CG 506 488
Transactional Analysis and the Student Personnel Worker Hickerson, J. Douglas, *NASPA Journal*, v10 n4, pp307-309, Apr 73
•Group Counseling, •T Groups, •Student Personnel Services, •Parent Child Relationship, •Interpersonal Relationship, College Students, Dormitories, Communication (Thought Transfer), Counseling Goals, Counseling Theories
This article cites reasons why Transactional Analysis (as described in Harris' book I'm Okay - You're Okay) is uniquely suited for group mental health counseling in student populations. Ideal in its emphasis on group counseling (the only kind practical for large student masses), its teaching-learning method, and its simplicity of language T.A. helps achieve: (1) the management of emotions, (2) autonomy, and (3) freedom in interpersonal relationships. (EK)

EJ 087 574 CG 506 539
"As We See Ourselves" *Journal of the International Association of Pupil Personnel Workers*, v17 n4, pp239-239, Sep 73
•Attendance, •Child Welfare, •Parent Participation, •Student Adjustment, •School Social Workers, Pupil Personnel Services, Problem Children, Referral, [•Louisiana Supervisors of Child Welfare and Attendance]
The Supervisor of Child Welfare and Attendance (SLWA) in Louisana works with parents, children and school personnel. He co-ordinates communi-

ty services and resources concerning school adjustment and achievement problems. The development of special programs, displays and awards to promote schoolwide awareness of regular attendance and research on attendance and adjustment are also part of his role. He encourages parent participation and helps involve hard-to-reach parents. (EK)

EJ 088 179 PS 502 930
Modification of Mother-Child Interactions: A Modeling Approach for Groups Mash, Eric J.; And Others, *Child Study Journal*, v3 n3, pp131-143, 73
*Parent Child Relationship, *Early Childhood, *Behavior Change, *Disadvantaged Groups, *Intervention, Observational Learning, Mentally Handicapped, Behavior Problems, Parent Education, Group Counselingseling
Mothers who identified their children as having behavior problems were taught to respond differentially to selected behaviors exhibited by their children. Results indicated that use of child care agents as models may be an effective approach in the modification of child behavior. (ST)

EJ 088 833 AA 516 918
Teaching Parents to Remediate the Academic Problems of their Children Koven, Jacqueline Tritt, LeBow, Michael D., *Journal of Experimental Education*, v41 n4, pp64-73, Sum 73
*Behavior Change, *Behavior Problems, *Children, *Remedial Reading, *Parent Teacher Cooperation, Elementary School Students, Reading Materials, Teaching Procedures, Vocabulary, Tables (Data)
Article concluded that furthering the development of behavior modification practices for ameliorating the academic behaviors of children in conjunction with furthering the development of ways for teaching parents to implement these practices are important activities. (Author/RK)

EJ 089 219 CG 506 543
Parent Education For The Parental Role In Children's Vocational Choices Shoffner, Sarah M., Klemer, Richard H., *Family Coordinator*, v22 n4, pp419-426, Oct 73
*Vocational Development, *Occupational Choice, *Occupational Guidance, *Parent Education, *Parent Influence, Parent Responsibility, Self Concept, Meetings, Individual Counseling, Publications
This paper describes how parents affect a child's vocational choice and what parents can do to help children improve their vocational prospects, the opportunities and responsibilities of parents in the socialization processes which lead to the children's vocational choices, and what parent educators can do to help parents be more effective with their children's vocational growth through group meetings and individual counseling for youth and parents, and through published materials. (Author)

EJ 089 233 CG 506 557
The Parent "C" Group Dinkmeyer, Don C., *Personnel and Guidance Journal*, v52 n4, pp252-256, Dec 73
*Discussion Groups, *Parent Workshops, *Parent Child Relationship, *Parent Counseling, *Prevention, *Group Therapy, Counselor Training, Parent Education, Behavior Problems, Parent Student Relationship
The functioning of parent "C" groups (basically preventive in purpose) is described. Such groups are ones wherein parents discuss their interactions with children with each other and with a leader in an effort to make their own behavior more effective. Suggestions for administering such groups and for training counselors to lead them are given. (EK)

EJ 089 549 EC 060 376
Modification of Mother-Child Interactions: Playing with Children Mash, Eric J.; Terdal, Leif, *Mental Retardation*, v11 n5, pp44-9, Oct 73
*Exceptional Child Education, *Mentally Handicapped, *Parent Education, *Behavior Change, *Parent Child Relationship, Early Childhood, Childhood, Mothers, Play, Program Descriptions
Five groups of eight to 10 mothers were taught how to utilize behavior modification principles for the purpose of generating effective play behavior between themselves and their mentally retarded children (4-to 10-years-old). (DB)

EJ 090 885 CG 506 658
Case Analysis: Consultation And Counseling Dietz, Elizabeth, *Elementary School Guidance and Counseling*, v8 n2, pp140-145, Dec 73
*Case Studies (Education), *Behavior Change, *Interviews, *Parent Child Relationship, *Parent School Relationship, Elementary School Counseling
This is a case analysis of a lower middle class black student, Willie. The counselor's interactions with the boy's mother and counseling interviews with Willie and his enemy, a Mexican-American boy, are described. The implementation of a plan for re-inforcing Willie's good class behavior is also described. This encouraged his teacher to experiment with other behavior modification ideas. (EK)

EJ 091 604 PS 503 048
Parent Involvement in Residential Treatment Programs Magnus, Ralph A., *Children Today*, v3 n1, pp25-27, Jan-Feb 74
*Residential Programs, *Parent Participation, *Parent Counseling, *Parent Child Relationship, *Cooperative Programs, Parent Responsibility, Problem Children
Parent involvement in residential treatment programs can reduce the length of institutional care and guarantee longer lasting treatment results. Parents who accept a sharing role in treatment learn to cope with and accept family problems and improve their relationships with their children. (CS)

Doctoral Dissertations

AN EXPERIMENTAL STUDY OF THE EFFECTS OF A PARENT EDUCATION INTERVENTION PROGRAM DESIGNED TO INCREASE YOUNG CHILDREN'S SUSTAINED ATTENTION TO VERBAL STIMULI

Irene Nystrom ALSCHULER, Ed.D.
State University of New York at Albany, 1973

The purpose of this study was to evaluate the effectiveness of an intervention program created for the purpose of increasing a young child's level of sustained attention to verbal stimuli. The study was based on the assumption that a necessary condition for learning and cognitive development is sustained attention to verbal stimuli.

The educational program developed to increase a young child's attention to verbal stimuli taught mothers to model a variety of verbal and action behaviors identified in the theoretical and empirical literature as related to the development of sustained attention to verbal stimuli. The program consisted of training, home visits, group meetings, a curriculum guide, a weekly planning book, and an observational record form.

The population consisted of fifty-two mothers with children eighteen to twenty-four months of age. Forty-two mothers and their children were randomly selected for the testing sample; these forty-two mothers and their children were then randomly assigned to three treatment groups: Full Treatment group, Partial Treatment group and a No Treatment group.

Mothers in the Full Treatment group received three, two-hour training sessions in the home, a Curriculum Guide, Weekly Activity Planning Book, an Observational Record Form, three monthly home visits, and three group meetings for all the mothers. Mothers in the Partial Treatment group received three home visits, one at the beginning of the intervention period for the purpose of training, and two thereafter for the purposes of reviewing and planning. The No Treatment group participated in the pre- and post-treatment assessment sessions.

The experiment was designed to answer four major questions by the effects of the three treatments on six hypothesized outcomes. Five of the six hypotheses predicted significantly improved as a result of the Full Treatment program. A sixth hypothesis predicted significantly improved for the children in the Full Treatment group of mothers in comparison with the children in the Partial Treatment group of mothers. There was no significant difference for the children in the Full Treatment group of mothers in comparison with the children in the No Treatment group of mothers for this hypothesis. A significant difference was evidenced on one hypothesis for the Partial Treatment effect in comparison with the No Treatment. These hypotheses were tested by comparing pre- and post-treatment scores for the six outcome variables. The Mann Whitney Test was used for all comparisons.

The analysis of the mothers' and trainer's written reports indicated that most of the Full Treatment mothers changed their modelling behaviors. The reports suggested that four behaviors of mothers were especially important for increasing young children's sustained attention to verbal stimuli, language development, and mental development.

This educational intervention program has a number of implications in relation to the design and content areas of future educational intervention programs in early childhood; for example, training sessions should be focused on teaching mothers specific, observable skills that can be related to observable target behaviors for her children; both home visits and group meetings for all the mothers seem to be important for maintaining the participation of mothers in the program; and the use of materials, such as a curriculum guide, planning book, and an observational report, are helpful for encouraging mothers to change their behaviors.

This study also indicated the need for further research; for example, there is a need for research studies that would use the same treatments, but for different populations in order to assess the effect of different treatment effects as influenced by characteristics of the populations rather than by differences in the treatments themselves; there is need to assess long-term gains for children in the Full Treatment group; and there is a need to show what effects the Full Treatment program may have on the young child's social and emotional development, and on the mother-child relationship.

To conclude, this study does represent a useful unit of research for early childhood development, for educational intervention programs for young children, and for the development of training and educational materials for mothers.

Order No. 73-24,344, 397 pages.

THE PARENT DISCUSSION GROUP: AN ADDITIONAL DIMENSION TO THE ROLE OF THE SCHOOL COUNSELOR

William Robert AUVENSHINE, Ed.D.
University of Northern Colorado, 1973

The Problem

It was the purpose of this study to investigate the effects of a parent discussion group on the participants and their children. The major questions under investigation were as follows: (1) Will children of parents who participate in the discussion group experience a positive change in attitudes in the areas of family relations, social relations, and self concept? (2) Will parents who participate in a discussion group experience a positive change in attitudes in areas of authoritarian-control, hostility-rejection, and democratic attitudes?

Methods and Procedures

The population of this study consisted of 50 children and their parents. From the group of parents who attended the first meeting, parents representing 50 children were randomly assigned to either a control group or an experimental group.

The treatment consisted of 10 weekly, one hour discussion meetings for the parents in the discussion group. The discussions were informal and based on the needs and interests of the group members. The leader acted as a supporting, helping person who led the group by reflecting and clarifying the feelings of the group.

The criterion instruments were the Parental Attitude Research Instrument which was administered to the parents, a sentence completion blank which was administered to the children, and a behavior check list which the teachers completed on each of the children in the study. A pre and post measure was used and the t statistic was chosen to compare mean gain scores. On the basis of this analysis, the hypotheses were rejected or accepted.

The Results

The analysis of data between the pre and post scores on the instruments used indicated a statistically significant difference between groups in five of the six hypotheses. The children of parents who participated in the discussion group experienced a positive change in attitudes of family relations, social relations, and self-concept. The parents who participated in the discussion group experienced a positive change in attitudes in areas of authoritarian-control and democratic attitudes. The parents, therefore, expressed less feelings of authoritarian-control and greater feelings of democratic attitudes on the post evaluation as compared with the pre evaluation.

Conclusions

The results indicate considerable support to the use of a parent discussion group as an additional dimension to the role of the counselor. This study has demonstrated that certain attitudes in some parents can be changed as a result of participation in a series of group discussions in which parent-child relations are discussed. More important to the school and to the counselor, the study indicated that attitudes in children can be altered in a positive direction by meeting with their parents in group discussion.

Order No. 74-1599, 117 pages.

THE RELATIONSHIP OF SELF-ACTUALIZATION LEVELS OF COUNSELED AND NON-COUNSELED PARENTS TO PERCEPTIONS OF BEHAVIORAL CHARACTERISTICS IN THEIR CHILDREN PREVIOUSLY DIAGNOSED AS DISORDERED

David Thomas Michael BIRD, Ph.D.
University of Southern California, 1973

Chairman: Professor Schrader

Current methods of dealing with parents of behaviorally disturbed children of elementary school age are child-centered or problem-oriented which obviate the vital needs and resources of the parents themselves. Rarely attended to or utilized is the parents' level of self actualization or his self-value orientations as expressed in overt behavior. Typically, the parent is asked to modify overt behavior to improve the child's status while the parent, by himself, must rearrange, if he can, the value orientations which formed the damaging parent-child relationship in the first place. The need to deal more effectively with the parents of behavior-disordered children is clearly indicated by social, school, and family conditions existing today.

There is increasing evidence that the imbalances in parental perceptive structure, quality, or function are related to the parents' level of self actualization and the degree of his awareness of himself and of his acts, or of his perceptive congruency. These same imbalances contribute to the distorted perceptual interactions with the child. From a theoretical point, behavior is considered to be a consequence of perception since the organism reacts to reality as it is perceived and defined by that organism. Human evolvement toward perceptual congruency was felt to be a natural organismic process.

This study evaluated the parent in terms of self actualization level and degree of perceptive congruence as well as evaluating the relation these might have to his behavior-disordered child. The experimental group was randomly chosen from a pre-selected sample population of parents of behavior-disordered children in the second to fifth grade. The control group was selected from the same population and matched to the experimental group in terms of age, SES, and sex. Parents participated in a ten month group counseling program humanistically designed to increase self-awareness of one's self and one's acts. The control group received no treatment. The experimental variable was the humanistic counseling group. The dependent variables were level of self actualization and degree of perceived child behavior disorder. Behavior rating inventories of the Burks' Behavior Rating Scale and a modified California Test of Personality Scale were used to assess degree of parent perception of child behavior disorder. The Time Competence and Inner-Directed scales of the Personal Orientation Inventory were used to assess self actualization levels. The treatment group was compared with itself from pre-to-posttest standings, as was the control group. Both groups were evaluated in terms of moving toward increased self actualization and congruency of perception.

It was expected that subjects exposed to humanistic counseling would move toward greater self actualization in conjunction with child-disorder perceptions that were congruent with self gains. It was also expected that subjects scoring high in self actualization would also score high in congruency of child-perception. It was further expected that subjects not exposed to treatment would exhibit negative increases in child-disorder perceptions. In addition, it was expected that high self actualizing score gains would be accompanied by improved child-perceptions when teachers, rather than parents, rated the child. Expectancies were realized at the .01 and .05 significant levels for correlated data. Counseled parents improved in Time Competence and Inner-Directedness as well as in the acceptance and empathetic percepts of themselves and child. The higher actualized parents formed more accepting and congruent perceptions of the degree of child disorder which were consistent with improved self-evaluation. Parents not exposed to treatment developed incongruence between self actualization and degree of child-disorder perception. The empathetic child-percepts of the higher actualized parents was supported by a similar perception of the teacher.

The findings support the need to develop more effective means in dealing with parents of behavior-disordered children.

Order No. 73-14,389, 96 pages.

EFFECTS OF FILIAL THERAPY ON MATERNAL PERCEPTIONS OF THEIR MENTALLY RETARDED CHILDREN'S SOCIAL BEHAVIOR

Larry Alden BOLL, Ph.D.
The University of Oklahoma, 1972

Major Professor: Dr. James B. Meyer

Numerous group approaches have been developed to help parents of mentally retarded children understand the psychological and social implications of this handicapping condition. Most approaches have been therapeutically oriented for the parent, i.e., the gaining of insight, increasing realistic understanding or reducing neurotic non-acceptance of their mentally retarded children.

The two primary purposes of this study were to compare the effects of three treatment groups in facilitating socially adaptive behavior, as perceived by mothers, in their EMR children and to evaluate the resulting changes in maternal attitudes toward their EMR children after participating in the research project. The subjects employed in this study were mothers of EMR children enrolled at Holy Family Center, Wichita, Kansas. One group involved an expert exposing mothers of EMR children to concepts and techniques of specific reinforcement and extinction procedures through an extension of filial therapy (FT-T). The second group of mothers of EMR children were treated with a non-directive, discussion-oriented (FT-D) approach which focused on peer-generated solutions to behavioral problems and/or goals. Each of the above groups met for eight, two-hour sessions. The third group of mothers of EMR children were placed in a no-treatment (CONTROL) group which did not meet or receive any feedback.

Prior to and after the experimental treatments, the Vineland Social Maturity Scale (VSMS) and Parent Questionnaire (PQ)

were administered to all subjects. A Personal Data Sheet was administered during the pretest phase of the study to permit a posteriori comparisons of demographic variables. Two preliminary statistical tests were run on the data before testing the main treatment effects. First, a one-way analysis of variance (ANOVA) on the VSMS and PQ pretest scores revealed no initial differences among the three experimental groups. Second, Pearson product-moment correlations between the VSMS and PQ for the CONTROL group under pre- and posttest conditions showed a negative, but nonsignificant ($p > .05$), relationship between the two instruments.

The main treatment effects were tested by the one-way ANOVA on the VSMS and PQ change scores. Only the VSMS change scores reached the criterion level of significance ($p = .02$). To identify the location(s) of significance, Scheffé's test of comparing means two at a time was used. From these results, it was found that the difference in VSMS change scores between the FT-D and CONTROL groups contributed to the significance of F.

It was concluded that the others who participated in filial therapy perceived positive changes toward more socially adaptive behavior in their EMR children. Although the treatments failed to foster more positive maternal attitudes toward their EMR children, it was still concluded that a mother can function as an important intervention agent and ally to the expert. However, the functional utility of the filial therapy approach, as conducted in this study, in helping mothers of EMR children is still in question. Several explanations were given as to why this study failed to achieve the expected results and suggestions for further investigative research were offered.

Order No. 73-15,316, 114 pages.

CHANGING PARENT ATTITUDES AND IMPROVING THE INTELLECTUAL ABILITIES OF THREE, FOUR AND FIVE YEAR OLD CHILDREN THROUGH PARTICIPATION IN A HOME START PROGRAM

Tobi La Blanche Moss BURDEN, Ed.D.
Ball State University, 1974

Adviser: Mildred Ballou

The purpose of this study was to determine whether there were any changes, attributable to participation in a Home Start program, in a mother's attitude towards children or in the children's measured intelligence.

The sample consisted of 36 disadvantaged mothers and their three- to five-year-old children none of whom had previously participated in any type of early learning program. The sample was divided into two equal groups: one of which (experimental) participated in a Home Start program and received the attendant services, while the other (control) did not participate in the program and thus received no such services.

The instrument used to assess the attitudes of mothers was the Hereford Parent Attitude Survey (HPAS). Both the experimental and the control groups of mothers were given the test twice, first prior to the start of the program and again at the end of the fourth month of the Home Start cycle.

The instrument used to measure the children's intelligence was the Peabody Picture Vocabulary Test (PPVT). The children were also tested twice, once prior to the beginning of the Home Start cycle and again at the end of a four month period.

The data were analyzed by the analysis of variance (ANOVA) and the analysis of co-variance (ANCOVA). The F test was used to test each hypothesis at an alpha level of .05.

The analysis of the data obtained from the HPAS scores of the mothers failed to reject two hypotheses: one which concerned the change in the mother's attitudes toward their children which were attributable to participation/non-participation in the Home Start program; and another which related to changes in mothers' attitudes which were attributable to the number of three- to five-year-old children in the homes.

The only hypothesis which was rejected concerned the relationship between the mothers' pretest and posttest score. From these findings it appears that there was no change in mothers' attitudes toward children which were attributable to either participation or non-participation in the Home Start program or to the number of three- to five-year-old children present in the home.

It is tenable to conclude that the Home Start program studied did not result in a change in the attitude of mothers who participated in the program and that the number of children present in the homes was not a determinant of their attitude change, as measured by the HPAS.

Analysis of the data revealed no differences in the intellectual growth of the children as measured by the PPVT attributable to either participation/non-participation in the program or to the number of three- to five-year-old children in the home. It was possible to reject three of the hypotheses: that there were no differences in the child's intellectual growth attributable to the age of the child, to the child's pretest score, and to the change in the mother's attitude toward children.

This means, in effect, that the Home Start program was not successful in increasing the measured intelligence of the participating children over a four month period and that this failure was equally evident in both the boys and girls who participated in the program. Order No. 74-9845, 131 pages.

A STUDY TO DETERMINE THE EFFECTS OF A COUNSELOR-STUDENT-TEACHER-PARENT CONTRACTUAL AGREEMENT UPON THE BEHAVIOR AND ACHIEVEMENT OF MIDDLE SCHOOL PROBLEM CHILDREN

Dorothy R. Whitford FROST, Ed.D.
University of the Pacific, 1973

Problem children present a major concern in the field of education. Because they are not adjusting to the socially-acceptable behavior norms of their environment, they disrupt their own progress and the learning efforts of their classmates.

PURPOSE: The purpose of this study was to determine the effectiveness of school counselors involving problem children in a middle school with their teacher and parent(s) in a contractual agreement. This contractual agreement was based upon Glasser's Reality Therapy and tailored to the individual problem child's own needs, in order to help him to improve his behavior and achievement.

PROCEDURE: The treatment group was composed of middle school problem children, so designated and rated by the classroom teacher on the Devereux Elementary School Behavior Rating Scale. The non-treatment group consisted of three intact homerooms, one at each grade level, most closely approximating that mean grade level in terms of Stanford Achievement Test scores. The pretest for both groups in the Paragraph Meaning and Arithmetic Computation subtests of the Stanford Achievement Test was a part of the school testing program. As soon as the problem child was designated, he was involved in a contractual agreement with his counselor, teacher, and parent(s). At the end of the school year, post-testing in the two subtests was administered to the treatment and to the non-treatment groups. The treatment group was again rated by the classroom teacher on the behavior rating scale. Five dependent variables were investigated for the treatment group: grade-point average, paragrapn meaning, arithmetic computation, grade in the subject of the designating teacher, and behavior. Three dependent variables were investigated for the non-treatment group: grade-point average, paragraph meaning, and arithmetic computation.

FINDINGS: The data for the experimental group was analyzed by employing the Student t test for correlated samples to test for a significant mean gain for the dependent variables of this group. The non-experimental group was used as a secondary comparison. The .05 level of statistical significance was used for testing the null hypotheses. Problem children,

as well as non-problem children, made significant gains in grade-point average, paragraph meaning, and arithmetic computation. The gain of the problem children was not significantly higher than that of the non-problem children. The problem children received significantly fewer deviations from the mean on the behavior rating scale at the end of the year, but did not make a significant gain in the subject of the designating teacher.

CONCLUSION: From the significant gains of the treatment group and from subjective impressions, the researcher concluded that the contractual agreement and Reality Therapy may well be utilized for helping the problem child in the middle school improve his behavior and achievement.

Order No. 74-9506, 178 pages.

CHANGES IN PARENT ATTITUDES RELATED TO A PARENT EFFECTIVENESS TRAINING AND A FAMILY ENRICHMENT PROGRAM

Donald Francis HANLEY, Ph.D.
United States International University, 1974

Chairman: Willis Robinson

THE PROBLEM: The problem of the study was to determine if an eight week parent class, Parent Effectiveness Training (P.E.T.), and a six week family class, Family Enrichment Program (F.E.P.), would significantly increase the quality of family life.

Specifically, the objectives of the study were to determine whether or not the two treatment programs would increase the parental attitudes of acceptance, understanding, trust, confidence and understanding of the causation of children's behavior. The two experimental groups were compared to a no-treatment Control group.

The importance of the study derives from the fact that few studies have been done on Parent Effectiveness Training and none on a family program involving all members of a family.

METHODOLOGY: The subjects of the study were 75 parents and 68 children from North San Diego County. To assess the parent attitudes, six research instruments were used: Hereford's Parent Attitude Survey, Schaefer's Children's Report of Parental Behavior Inventory, a Parental Concerns Checklist, a self-report log, program evaluation sheet, and random interviews.

Hypotheses were as follows: Parents participating in P.E.T. and F.E.P. would increase significantly in the attitudinal variables of acceptance, understanding, trust, confidence and understanding of the causation of children's behavior compared to parents participating in the no-treatment Control group. Children of parents participating in the P.E.T. group and children participating in the F.E.P. group would increase significantly in the areas of parental acceptance and acceptance of individuation and would decrease significantly in the areas of parental rejection and hostile detachment.

The three groups were formed on a voluntary basis. The three groups were well matched in age, sex, religion, number and age of children, income and education with the F.E.P. parents being somewhat older and having on the average of one more child.

The data from the six instruments were divided for statistical and phenomenological analysis.

RESULTS: An analysis of covariance of the Parent Attitude Survey data revealed that the P.E.T. parents increased significantly over both the F.E.P. and the Control parents in the areas of acceptance and understanding. The P.E.T. parents indicated a direction toward increase in trust, confidence, and understanding of causation but this increase was not significant at the .05 level of confidence. The F.E.P. parents did not increase in any of the five attitudinal variables compared to the no-treatment Control group. The self-report data from interviews, logs and evaluations tended to confirm the statistical findings; although the F.E.P. parents indicated more increase in acceptance and understanding than was revealed by the statistical analysis. The data from the Children's Report were inconclusive in indicating attitudinal changes on the part of parents.

From the results three main conclusions were drawn. These were: Parent Effectiveness Training does help parents to be more accepting of their children and their children's behavior, to communicate more clearly with their children and to allow increased autonomy to the children. A family education program, to be effective, must be longer and more intensive than the one used in this study. Both parent and family education programs need to include more therapeutic techniques to overcome the defenses that prevent changes in attitudes.

Order No. 74-10,368, 148 pages.

THE EFFECTS OF A FAMILY COUNSELING PROGRAM ON PARENT'S FAMILY SATISFACTION, PERCEIVED INTEGRATION, AND CONGRUENCE, AND ON SPECIFIC BEHAVIOR PATTERNS IN THE FAMILY

Dexter Ray HARDCASTLE, Ph.D.
Brigham Young University, 1973

Chairman: Margaret H. Hoopes

The purpose of this study was to determine the effects of a family counseling program on the following variables: (a) parents' family satisfaction, perceived integration, and family congruence; (b) the number of positive and negative responses communicated among family members; and (c) an undesirable behavior exhibited by one child in the family. The sample consisted of 14 families in the experimental condition and 11 families in the control condition.

The findings indicated: (a) parents receiving family counseling significantly increased in their family satisfaction and perceived integration scores as compared to the parents not receiving counseling; (b) families receiving counseling significantly increased the number of positive responses among them as compared to the control families; (c) children receiving counseling significantly decreased in the frequency of exhibiting a specific undesirable behavior; and (c) no significant differences were found between the groups of families for parents' family congruence scores and for the number of negative responses communicated among family members.

Order No. 73-27,526, 195 pages.

MOTHER-PRESCHOOLER INTERACTION IN A STANDARDIZED SETTING: MEASUREMENT AND ASSESSMENT OF CLASS AND INDIVIDUAL DIFFERENCES AS RECORDED ON VIDEO-TAPE

Rebecca Zucker HERTZMAN, Ed.D.
Boston University School of Education, 1973

Supervisor: Jane O'Hern

Although there is widespread agreement among psychologists about the importance of mother-child interaction during the pre-school years, little is known about the components of those interactions; class differences in interaction are reported in the literature, derived from interview and questionnaire data, but little study has been made of class differences as the interactions are occurring. In this study, eleven middle-class and eleven working-class mother-child pairs were videotaped and verbal and nonverbal aspects of the interaction were closely analyzed.

The mothers and their three-year-old sons were videotaped in a semi-structured laboratory setting where the mother

was instructed to look at a prescribed book with the child. A detailed rating scale was constructed and clinicians' ratings were compared with the more detailed video-tape analysis. Four hypotheses were advanced which projected relationships between children's I.Q. scores and dimensions of cognitive style, control, and affect, as well as class differences in these areas.

Middle-class mothers spent significantly more time reading to their children and also engaged in longer verbal interactions with them about one subject than did working-class mothers. However, the specific techniques which the mothers used while reading the book to the children were not significantly different. There were significant results indicating that certain cognitive approaches of the mothers, such as length of interaction sequence and mothers' use of explanation, were correlated with higher I.Q. scores for the children across class.

The hypothesis that working-class mothers would less likely encourage self-expression than middle-class mothers was supported. Middle-class mothers allowed their children to initiate conversation significantly more than working-class mothers. Working-class mothers exerted significantly more of all kinds of control; they also used more control without explanation than did middle-class mothers. Affective dimensions also differed across class in that middle-class dyads expressed more pleasure than working-class dyads. Pleasure for mother-child pairs was positively correlated to high I.Q. scores for the children. Aspects of the control and affective dimensions for two mother-child dyads were graphically displayed in the results section in order to demonstrate a potential diagnostic use for such analysis from video-tape.

The response patterns of children surrounding mothers' praise and criticism were examined. Middle-class children were more able to redirect the interaction after criticism than working-class children who often repeated the same behavior for which they had been criticized. Furthermore, middle-class mothers praised more often for spontaneous statements by children about the book, whereas working-class mothers praised more when the children answered as the mothers wished them to answer. The analysis of response patterns also demonstrated a way of using such a detailed video-taped analysis.

The I.Q. scores of the children did not differ significantly across class. Differences in I.Q. within class were correlated with specific cognitive interactions and with the pleasure of the dyad. The results suggest that class differences lie in the frequency mothers engage the child in meaningful interaction, their encouragement of the children's self-expression and their use of control. If these differences do not affect the I.Q. scores of the children they still may affect the children's approach to learning and their emotional growth. Further exploration of these areas needs to be done.

Order No. 73-23,570, 129 pages.

BLACK PARENT-CHILD PARTICIPATION IN PREVENTIVE-INTERVENTION PROGRAMS: IMPLICATIONS FOR SELF-CONCEPT VALUES AND RACIAL IDENTIFICATION

Ralph George HORTON, JR., Ph.D.
The University of Michigan, 1973

Chairman: Floyd Wylie

This study examined the link between black parents' and staff's evaluation of two pre-school preventive-intervention programs and the formation of a self-concept value system and racial identity within the children. It has been recognized that the pre-school years are a period of critical importance in the development of the self-concept, values and racial identity. It is further recognized that pre-school programs are significant socializing agents which operate, for the most part, to teach the child to behave in a prescribed manner.

Further, this study examined the black child in relation to the black family; the child and family in relation to the black community; and the community, family, and child in relation to a racist society. The examination indicated that the black community should serve as the major social referent for the child as he formulates his self-concept value system and racial identity.

There is a widespread belief that minority children, especially blacks, have emerged from environments which create deprivation, negative self-concepts, and undesirable values. Further, it is believed that unless some form of early intervention occurs, the child's negativism becomes irreversible. Thus, over the past decade preventive-intervention became formalized through the establishment of compensatory and remedial pre-school educational programs. These programs are largely based on a 'deficit-deviant' model. The model suggests that there are sub-groups of people such as blacks who need programs that will intervene at critical periods of development, so as to prevent unprescribed behavior.

The total population in this study consisted of one-hundred and fourteen (114). The seventy children, twenty-eight parents, and sixteen staff persons are residents of both Baltimore, Maryland and Atlanta, Georgia. Both of the programs are concerned with cognitive growth as well as black identity formation; however, the Atlanta program has structured its curriculum to allow for a major emphasis on the child's 'black identity' and African heritage. The staff, Baltimore and Atlanta, indicated a general positive attitude in respect to the pre-school programs in this study.

A limited comparative analysis of the children's performance in the two programs was necessary. But a comparison of the total children sample's performance on the Thomas Self-Concept Values Test with Thomas' standardized population's performance was the statistical focus of this study. It was found that the research population did not score any different from the normative population on the middle-class oriented self-concept values test.

The children were administered a 'color factor' test for assessing black identity. The children in the program which places major emphasis on "black identity development" performed more positively on the 'color factor' than the children in the second program.

The findings of this study indicated that 'special' intervention programs for black children and their parents have been specifically established to maintain and, if necessary, alter the socialization, control and communication systems of black people.

Consequently, if a program for black children and their families is to be effective in establishing a counter system to the white supremacy system then the ideology, organizational structure, and theoretical basis of the program must be rooted in independence.

Further, the findings of this study indicated the need for research that will challenge and destroy the racist theories and models used to determine the functional roles of non-whites, and research that will examine the emergence of a new operant value structure. Order No. 73-24,593, 194 pages.

THE EFFECT OF FEEDBACK ON PARENT CONSISTENCY IN RUNNING HOMEWORK SESSIONS WITH THEIR CHILDREN

Sharon Kay HUNT, Ph.D.
Southern Illinois University, 1973

Major Professor: Beth Sulzer-Azaroff

Many researchers who have trained parents to apply behavioral contingencies to change their children's behavior have encountered problems with maintaining parent participation in the program or with consistently obtaining reliable data from the parents. The present study utilized feedback (phone calls

or notes, graphs of the children's performance kept by the parents, and graphs of the parents' behavior prepared by the experimenter) to motivate the parents of eight profoundly and severely retarded children to conduct homework sessions five days a week with the children and return the assignments to the experimenter each school day. Three conditions were in effect: Condition 1 involved no feedback to the parents. In Condition 2, parents received a phone call or note from the experimenter thanking them for their help each day a homework assignment was returned. The parents were asked to graph their children's performance daily, and the teacher sent a graph of the parent's performance home once a week. These components of the feedback procedure were faded out in Condition 3. Three parents were first exposed to Condition 1 and then Condition 2. One parent remained in Condition 1 throughout the study. Four parents first experienced Condition 2 and then Condition 3. Performance was consistently higher during Condition 2 than during either Conditions 1 or 3 for the seven parents who were exposed to two conditions. Thus, the feedback procedure proved to be a successful, easily applied means of motivating parent participation in their children's training.

Order No. 74-6266, 78 pages.

THE EFFECT OF PARENT GROUP AWARENESS TRAINING ON INTRAFAMILY COMMUNICATION

JENSEN, Christine Marie, Ph.D.
The University of Michigan, 1973

Chairman: Allen Menlo

The question pursued in this study was whether a particular type of parental group interaction can effect positive improvement in intrafamily communication.

Since the family is a primary group, each member of the family affects the other members. The affect is especially strong on children who assimilate parental behavior, thinking, and communication. The dynamics of family life and intrafamily communication have implications for states of mental illness and health.

The study of the psychodynamics of family life, and more specifically, the correlation of processes of intrafamily communication, and child development opens up new avenues for possible prevention of mental disorders in childhood.

In order to test this idea, an experimental and a control sample were selected from forty-eight parents who volunteered for the study. Twenty-four parents were chosen at random for the parent group awareness experience, called the treatment group, and the remaining parents comprised the control group. Both the treatment group and the control group met together to participate in the pre-test session and met again at the post-session. The children as well as the parents were involved in the pre-test and post-test sessions. In addition the children were administered a six-week post-hoc test. Twenty-five children participated in the treatment parent group and twenty-two in the control parent group.

Each parent subject completed the Gough Adjective Check List for three dimensions: (1) the Parent I am, (2) the Parent I would like to be, and (3) my mate as a parent. The parents also completed the Group Perception Inventory.

The children responded to a questionnaire and to the Group Perception Inventory. It is probable that the Parent Awareness Experience was the main variable for the observed change in the treatment group, but the expectancy variable, the assumption of a self fulfilling prophecy, should be considered as a possible factor in the change. The interpretation of causality must consider the factor of expectancy in the change process.

The data showed that several changes occurred for the treatment group as compared to the control group during the Parent Awareness sessions:

1. The children were more aware of the changes in intrafamily communication than were the parents.
2. Less discrepancy between self as a parent and aspired self as a parent became evident.
3. There seemed to be a circular aspect in the change. That is, the children needed to respond to the changes in their parents before the parents could become aware of their efforts in dealing and relating to the children.
4. Genuineness, understanding, valuing, and acceptance increased significantly and measures taken at the beginning and end of the awareness experience were significantly related.
5. Cohesiveness and interpersonal awareness varied among the parents.
6. The data show that no significant changes occurred for the treatment group children in the attitudes measured over the treatment period, but significant changes were registered on all dimensions six weeks after the treatment was completed. On the other hand, the data show that no significant changes occurred for the control group children in the attitudes measured either at the end or after the treatment period.
7. There was no direct relationship between the session experienced as successful and the parents' rating of their own growth in implementing the skill in the home setting.
8. It was evident that time to integrate the experience was necessary in order for the children to perceive their parents' attitudinal change.
9. Parents married 11 years or more perceived more change in their mates than did those parents married fewer years.
10. Change in parent awareness seemed to be facilitated by periodic self-evaluation, limited size of group, feedback, skill practice, trainer intervention, openness, and understanding and inter-sharing of parenting experiences among the group.
11. The cross age grouping of parents seemed to have facilitated deeper understanding of the processes of intrafamily communication.

The design of the study, consisting mainly of human relations exercises, was helpful to the parents as they experienced the concept affectively, promoting their growth.

A basic conviction of intervention seems to have been verified: that is, that behavior is grounded in interpersonal relationships and that growth, therefore, takes place in relationship.

Order No. 74-15,764, 189 pages.

DESCRIPTIVE ANALYSIS OF THE CHILD-REARING SKILLS OF LOW SOCIOECONOMIC PARENTS: IMPLICATIONS FOR COUNSELING

Frederick Douglas LUMPKIN, Ed.D.
University of Virginia, 1973

Chairman: Dr. Richard L. Beard

School children from lower socioeconomic families are, frequently, at a disadvantage when compared to children coming from middle and higher socioeconomic families. The most distinctive shortcoming is in the area of language.

Language acquisition and the ability to effectively use language skills are fundamentally determined by the types of child-rearing skills practiced by the parents. Research shows that the development of language touches and influences every other aspect of child development. Therefore, this study was designed to investigate the knowledge of child-development possessed by lower socioeconomic parents and the child-rearing practices employed by them. The purpose was to identify those practices which could be improved through appropriate knowledge and application.

The thirty subjects used in the study were randomly selected from among Black parents living in Portsmouth and Norfolk, Virginia. Fifteen of the mothers were classified as lower socioeconomic and fifteen as middle socioeconomic. The following three assumptions were made: (1) lower socioeconomic parents lack knowledge pertinent to steps in child development; (2) lower socioeconomic parents employ inappropriate methods for teaching speech to their children; and (3) lower socioeconomic parents employ inapproriate methods

for managing their children's behavior.

A combination of a questionnaire and paper and pencil interview method was used along with direct observation. The questionnaire was designed to explore the following areas: (1) the knowledge of child development possessed by the mothers; (2) the child development histories of their own children; and (3) the practices the parents employed for weaning, toilet training, walking, teaching speech and managing their childrens' behavior.

The paper and pencil interview served a twofold purpose: (1) to ask questions that were not included on the questionnaire; and (2) to record certain environmental data.

After all of the interviews had been completed, the questionnaires were analyzed. As a result of the analysis of the data, all three assumptions were accepted and incorporated in the conclusions of the study. Lower socioeconomic parents obviously lack knowledge pertaining to steps in child development, use inappropriate methods for teaching speech, and employ inappropriate techniques for managing their childrens' behavior.

The lower socioeconomic parents interviewed in the study were disadvantaged educationally, occupationally, and economically. These three factors contributed heavily to their lack of knowledge pertaining to child development.

The overall advantages that the children from the middle socioeconomic families had over the children from the lower socioeconomic families were obvious. Thirty-seven children lived in the homes of the middle group as compared to sixty children in the lower group homes. Seven fathers were missing from the fifteen lower group homes, but only two from the fifteen middle group homes. Encyclopedias were nonexistent in the lower group homes. All of the parents in the middle group had at least two years of college credit to their educational experience. Eleven of the mothers in this same group had completed college. Only two mothers from the lower group had earned a college degree. Finally it was readily seen that the middle socioeconomic parents were employed in the more prestigious occupations.

In order to deal with the situation realistically, guidance programs should be organized and designed to help lower socioeconomic parents develop and improve those child-rearing skills that would better enable them to be support agents for their children. Such a program would be practical in that it would treat the real problem--the home environment.

Order No. 73-25,006, 139 pages.

PROJECT JIFUNZA: DESIGN OF THE ORIENTATION PHASE OF A PROGRAM FOR TRAINING PARENTS OF EDUCATIONALLY DISADVANTAGED PRESCHOOL CHILDREN TO PROVIDE FOR THEIR CHILDREN AN ENVIRONMENT CONDUCIVE TO COGNITIVE AND AFFECTIVE LEARNING

MANTE, Daisy Rivers, Ph.D.
University of Pittsburgh, 1973

This thesis takes for its problem the creation of a model orientation program for training parents of disadvantaged preschool children.

The literature in the field demonstrates the following major themes: Parents of disadvantaged preschool children generally want to create for their children an environment conducive to cognitive and affective development. Parents of disadvantaged preschool children want to develop knowledge, skills and behaviors necessary to promote maximum cognitive and affective growth in their children. Young disadvantaged children need a positive stimulating environment and knowledgeable competent parents. There is a need for model comprehensive training programs, which integrate the most successful elements of previously tried training programs.

The rationale for the design and development of this training program for parents of disadvantaged preschool children is drawn from existing literature and research on parent education and intervention programs, from public school reports on the learning problems of disadvantaged children, from expert opinion and from the experiences of the author who has conducted a variety of parent education programs.

Parents in Project Jifunza are seen as developing new roles, that of program developers and that of educators. As program developers, parents work with professional staff to help create a program relevant to their needs and based on their goals. As educators, parents conceptualize an expanded role in the development of their children. To become parent educators, parents recognize the need to acquire knowledge relative to early childhood development and to define and develop those attitudes and behaviors which make them better parents.

To help parents define and develop those attitudes and behaviors, the author describes twelve initial orientation sessions. Orientation for the purposes of this thesis takes on a more comprehensive meaning than is usually the case. It is a microcosm of the total program. Each parent receives a minimum of one year of training (as described in Chapter VI).

Parenthood is a long lasting occupation. Growth of parents in terms of knowledge, attitudes and behaviors takes time to develop, experience and incorporate into one's behavior. Such growth cannot be achieved in a few short training sessions. The description of the initial twelve parent training sessions give the reader a sense of direction and make it clear that parents should be involved in some training before the introduction of children into the learning laboratory.

Additional sessions develop on the basis of expressed needs of the parents. The initial training and the parent planned additional sessions together create a process model for training parents of disadvantaged preschool children.

As part of the thesis, the author conducted an exploratory study (described in Chapter IV) to determine if parents would actively participate in and profit from a training program designed to help them identify and change negative communication and interaction behaviors with their children. The author acted as facilitator for discussions, designed training activities based on parents' feedback, and kept records of the subject matter and results.

The results of the study showed that parents could (1) diagnose their learning needs, (2) practice techniques to meet their learning needs, (3) evaluate their progress and (4) plan strategies for continued growth.

All parents made measurable gains in improving the quality of the interactions with their children.

Order No. 74-15,616, 221 pages.

TRAINING MOTHERS IN CONTINGENCY MANAGEMENT TO INCREASE HOMEWORK ATTENDING BEHAVIORS AMONG SEVENTH GRADE STUDENTS

Kevin O'SHEA, Ed.D.
Columbia University, 1973

Sponsor: Professor Thomas Niland

The study attempted to adapt some recent developments in behavior technology to create an intervention suitable for use by guidance counselors who must deal with the behavior of large numbers of students with essentially normal, developmental problems. Many behavior modification techniques have proved successful with a wide variety of subjects and behaviors, but the need for more efficient strategies for modifying behavior in the natural environment led to the problem: can academic behaviors in young people be increased by training mothers in contingency management?

The hypotheses were:

1. Students of mothers who have been trained as mediators in a behavior modification technique submit more homework to their mathematics teachers than they did prior to the intervention.

2. The students of mothers who have been trained submit more homework than students in a control group who received a traditional guidance interview.

Twenty-eight seventh grade mathematics students who received a C or less in the first marking period and submitted less than 75% of their homework were matched with twenty-eight similar students by random sampling. Half were interviewed by the experimenter during the second marking period. The control subjects were given a traditional guidance interview stressing the need for good study habits to improve grades. The experimental students were asked to give their consent to the intervention and to sign a copy of the contract stipulating television viewing would be contingent upon homework completions under the supervision of their mothers. All subjects willingly participated.

The main thrust of the experiment was the in-home training of the mothers in behavior analysis, contingency contracting, and the dispensation of token reinforcers. They were asked to sign a contract consenting to manage the reinforcement program by using Weekly Record Sheets with which check marks were awarded for bringing books home, bringing assignments home, and completing assignments. Each of the three checks could be redeemed by the students for one-half hour of television viewing, a reinforcing event according to the Premack Principle. All three checks earned unlimited access to the television.

The initial training interviews lasted about one-half hour, and weekly telephone contact was maintained with the mothers by the experimenter for the duration of the ten week marking periods. Record sheets were collected and checked against the teachers' grade books. The resulting data and verbal encouragement were intended to reinforce the mothers, whose role as mediators was the crucial factor in the success of the experiment.

To test the hypotheses the mean proportion of homework assignments completed before and after the intervention for both experimental and control subjects was examined. Control subjects increased from .39 to .44 while experimental subjects increased their proportion of assignments completed from .39 to .60. The first hypothesis which stated there would be a significant increase among experimental subjects was confirmed when the resulting t value of 3.47 proved significant at the .01 level. The second hypothesis, predicting greater gains for the experimental group when compared with the control group, was tested by analysis of covariance which yielded an F ratio of 8.13, again significant at the .01 level. The results held true when the subjects were regrouped by sex, mothers' occupations, socio-economic status, IQ, and the degree of the mothers' compliance. However, there was little effect upon grades or achievement test scores.

Future investigators should adhere to the basic paradigm:

1. Specifically identify target behaviors.
2. Solicit the consent of the subjects to the intervention.
3. Observe the subjects' independent activities and social interactions to select reinforcers and mediators.
4. Devise a system of reinforcement that rewards successive approximations to the desired behavioral objective.

Order No. 74-9648, 107 pages.

PARENTS AS TEACHERS: THE EFFECTS OF A HOME VISIT PARENT EDUCATION PROGRAM ON THE INFORMATION PROCESSING ABILITY AND THE ATTITUDE TOWARD LEARNING OF ACADEMICALLY DISADVANTAGED KINDERGARTEN CHILDREN

Alice Maryann PIEPER, Ph.D.
University of Maryland, 1973

Supervisor: Dr. Vernon E. Anderson

The purpose of this study was to determine the impact of a home visit parent education program on the information processing ability and the attitude toward learning of academically disadvantaged kindergarten children.

The hypotheses formulated to achieve the purpose were:

Hypothesis One: Academically disadvantaged kindergarten children whose parents participate in a home visit parent education program will demonstrate a greater ability to process information than those academically disadvantaged kindergarten children whose parents do not participate in a home visit parent education program.

Hypothesis Two: Academically disadvantaged kindergarten children whose parents participate in a home visit parent education program will demonstrate a more positive attitude toward learning than those academically disadvantaged kindergarten children whose parents do not participate in a home visit parent education program.

Summary of Procedures

A Posttest Only Control Group design was used for this study. A treatment was administered to the parents of a randomly selected sample of academically disadvantaged kindergarten children from a Title I school. This treatment consisted of a home visit parent education program which included ten consecutive once-a-week home visits by Bridgers to each of the homes of the experimental group. Bridgers was the term given to the two paraprofessional classroom aides chosen and trained to be the home visitors for this research project. These home visits focused on assisting parents to assume a more active role in the teaching of their children.

At the completion of the treatment, both the experimental and the control groups were individually tested by experienced examiners using the Peabody Picture Vocabulary Test (PPVT) and the Primary Academic Sentiment Scale (PASS). The Caldwell Preschool Inventory (PSI) had been administered before the initiation of the project as part of the school system's testing program. The PPVT and the PSI were used to measure information processing skills. The PASS was used to measure attitude toward learning. These three tests were all standardized measures.

Differences between groups on the PPVT were examined using a one dimensional analysis of covariance with the PSI (pretest) as a covariate. The results of the PASS were analyzed using a one dimensional analysis of variance to determine the differences between the mean scores. Significance had been determined at the .05 level.

Summary of Findings and Conclusions

Hypothesis One: There is no difference on information processing ability between the experimental group and the control group as measured by the PPVT using the PSI as a covariate.

The results of the analysis indicated $F, 25 = 3.5140$ and a $P < .0726$. This finding was not significant beyond the .05 level. Therefore the null hypothesis was accepted.

Hypothesis Two: There is no difference in attitude toward learning between the experimental group and the control group as measured by the PASS.

The results of the analysis indicated $F\ 1,26 = 5.829$ and a $P < .023$. This finding was significant beyond the .05 level. Therefore the null hypothesis was rejected.

The impact of the home visit parent education program was revealed in the findings of the study. The acceptance of the null of Hypothesis One indicated the difference on information processing ability between groups was not statistically significant, although with the $P < .0726$ there was a tendency for the difference to be significant. The null for Hypothesis Two was rejected indicating that there was a significant difference between the experimental and control groups on the attitude toward learning. The experimental group demonstrated a significantly more positive attitude toward learning than did the control group. Order No. 74-9826, 97 pages.

PARENT EDUCATION WITH FAMILIES OF CHILDREN WITH EXTREME READING PROBLEMS

Anita Joan RUNYAN, Ph.D.
University of Oregon, 1972

Supervisor: Raymond N. Lowe

Previous research indicates that many children with severe reading problems also evidence adjustment problems. Other research has isolated factors associated with "good" and "poor" readers that appear related to child-rearing practices and seem to favor a democratic approach. In addition, recent studies have related "locus of control" to reading achievement--"good" readers being more internally controlled. Democratic child-rearing might be expected to produce more internally controlled children, and several recent studies support this view.

In this study Adlerian Parent Study Groups (which advocate democratic child-rearing practices) were conducted with parents of children in a federally funded (ESEA, Title I) Extreme Learning Problems (ELP) Program. Measures were taken to determine the effect of the groups upon parents' attitudes and upon children's reading achievement, locus of control, home and school behavior.

The sample was drawn from the Springfield School District--from the eight public elementary schools and one parochial school receiving federal funds. The ELP teacher for each school referred five families whose children were having the most severe adjustment problems. The children ranged from grades one through six and were of normal intelligence. Parents were personally contacted to secure participation--control group parents to participate in later groups. N for the experimental group was 27 parents (12 fathers, 15 mothers) and 16 children (11 boys, 5 girls). N for the control group was 30 parents (10 fathers, 20 mothers) and 21 children (16 boys, 5 girls).

Children in both groups received special reading instruction from ELP teachers. Experimental parents attended study groups for 12 weekly, two-hour sessions and participated in one individual session. Average attendance was nine sessions--three families were not included in the sample due to non-attendance or attendance of less than half the sessions.

A "Nonequivalent Control Group Design" was utilized. Random assignment was by school groups with parochial school subjects assigned alternately to experimental and control. Pretests and posttests were administered for the five criterion measures. Data was analyzed using two-way analysis of variance with a repeated measures design. Significance was determined at .01 level.

Four null hypotheses were to be tested for each measure to determine significant difference between groups on pretests and posttests and within the same group between pretests and posttests. However, null hypotheses for the reading measure (Metropolitan Reading Achievement Test) could not be tested due to inadequacy and faulty administration of the measure. On the four remaining measures, no significant differences were found between groups on pretests and none were found between the pretests and posttests of the control group.

On the Attitude Toward the Freedom of Children, experimental parents had significantly changed between pretest and posttest and were significantly different from the control group on posttests. On the Children's Locus of Control Scale, there were no significant differences even after a reanalysis including subjects in grades four through six only. On the Children's Behavior Checklist (home behavior) and on the Walker Problem Behavior Identification Checklist (school behavior), experimental children had significantly improved behavior in contrast to control children who did not. The difference was not significant between groups on the posttests which is attributable to less precise measurement possible when subjects are compared with other subjects rather than with themselves.

The author concluded that the reading measure did not allow extremes encountered with ELP students; that a longer period might have shown significant results on locus of control; that the study groups were effective in changing parents' attitudes and children's behavior at home and at school; and that inclusion of fathers in such groups should be more widely practiced. Order No. 73-7951, 122 pages.

PREFERENCES OF ELEMENTARY STUDENTS AND THEIR PARENTS FOR COUNSELORS

Nancy Krainock PINCHOT, Ph.D.
The Ohio State University, 1972

Adviser: Professor Herman J. Peters

The problem of this study was divided into two parts. The first part was concerned with ascertaining the relationship between certain characteristics of elementary school students and their preferred counselors. The second part was concerned with ascertaining the relationship between certain characteristics of their parents and their preferred counselors. Variable characteristics treated in this study are: sex, race, cultural background, and personality.

The population was composed of two sample groups--180 sixth-grade elementary school students and 90 of their parents. Both sample groups were composed of the following subgroups: Northern Whites; Afro-American Blacks; and Appalachian Whites.

In collecting research for this study, three instruments were essential. The Student Data Sheet is a two-part questionnaire devised to provide factual information about the student. A video tape and accompanying questionnaires were also employed. The video tape is a composite of six counseling interviews conducted by a cross-section of six different counselor types with the same counselee. Additional accompanying materials included the counselor biography briefs and counselor selection sheets. Finally, the California Test of Personality was employed to measure personal and social adjustment of the students.

The video tape and the counselor selection sheet were presented on one occasion and the California Test of Personality and the Student Data Sheet on another. In this way the students' responses were more accurate in that the situations were not too fatiguing or demanding; nor did they exceed the students' attention span.

Data were statistically analyzed by use of chi-square and/or contingency tables.

Data concerned with selections made by male and female elementary school students for counselors they preferred most and least reported that: (1) with girls, the sex of the counselor is a major variable in the acceptance of the counselor, (2) with boys, the sex of the counselor is not a major variable.

In dealing with both boys' and girls' patents, sex of the counselor is a major variable in their selections for most preferred counselor; whereas, it is not a major variable in their selections for least preferred counselor.

Findings indicated that students as well as their parents preferred most counselors of their own particular race. Ironically, these students preferred least the male counselor of their own race; whereas, parents of both races similarly rejected White counselors.

Selections of counselors by the students from various cultural backgrounds indicated the following. Afro-American Black and Appalachian White students preferred most counselors of their own particular cultural background; whereas, Northern White students did not. In selecting the least preferred counselor, the Afro-American Black and Northern White students selected male counselors of their respective cultural background; whereas, the Appalachian White Students did not.

In viewing parental data concerned with this same data and variable, it showed that Afro-American Black and Appalachian White parents preferred most those counselors like themselves in cultural background and preferred least those counselors un

like themselves. Northern White parents preferred most counselors from another cultural background and preferred least counselors from their own cultural background.

The measured student personality characteristics were not related to the types of counselors they selected.

In retrospect, it is theorized that the counselors selected as most preferred by students were most similar to the "mother model" in sex and race. Similarly, the counselors selected as least preferred by the students were most similar to the "father figure" in sex and race.

There is a positive correlation between the presence of a "father figure" in the home and the preference for a male counselor among parental selections. The higher the percentage of "father figures" in the homes, the more a male counselor of their race was preferred. The more matriarchal the subgroup, the more it preferred a female counselor of its race.

It is theorized that a more detailed examination of the empirical data of this study will better enlighten the reader in evaluating its implications. Order No. 73-11,559, 215 pages.

A COMPARISON OF LECTURE ONLY AND LECTURE PLUS ACTIVE PARTICIPATION AS A MEANS OF INFORMING ADULTS OF THE FEELINGS WITH CHILDREN WITH LEARNING DISABILITIES

SHEWELL, Betty E. (Todd), Ed.D.
The University of Tulsa, 1974

Supervisor: Professor Frederick W. Simpson

This study investigated whether or not adult participation in an active, group learning experience plus a short talk would be more effective in producing changes in awareness of the feelings and behaviors of children with learning disabilities than an oral presentation only.

The short talk consisted of an overview of some specific learning disabilities and some of the feelings and behaviors attributed to children having these disabilities.

The active, group learning experience (Today's Lessons) was comprised of four lessons analogous to elementary school lessons in spelling, arithmetic, art, and reading. The lessons plus the teacher's manual for their use encompassed some of the barriers to learning which children with learning disabilities have difficulty overcoming or circumventing, such as lack of time, inability to discriminate between sounds, reversals, rotations, and short term memory.

The degree of awareness of the feelings and behaviors of children with learning disabilities was measured by a twenty-five-item opinionnaire devised by the investigator and administered to two samples of adults before and after the presentation of instruction.

Two samples from the Coffeyville, Kansas, Unified School District were used in the study: (a) elementary teachers and (b) parents of children with learning disabilities. The seventy-seven individuals in the elementary teacher sample (thirty-nine in the experimental group and thirty-eight in the control group) were divided into separate treatment groups by meeting with intact faculties of three schools and of four others. The sample of parents was obtained by letters, telephone calls, and visits. Twenty-seven parents attending the same sessions were the experimental group; the remaining twenty-five were the control group. All of the groups attended two sessions held two weeks apart during March, 1973.

All participants were given an awareness opinionnaire, after which both subgroups heard the short talk about children with learning disabilities. The experimental subgroups also participated in the active group learning experience. A second form of the opinionnaire was given.

The null hypothesis of homogeneity of control and experimental subgroup means was tested using one-way classification analysis of covariance at the .05 level of confidence.

The null hypothesis was not rejected with respect to teacher subgroups. The results indicated that teachers who participated in the active group learning experience did not perform significantly better than teachers who heard the oral presentation only. However, a t test indicated that both groups did improve significantly at the .05 level of confidence.

The null hypothesis of homogeneity of subgroups means was rejected at the .05 level of confidence in the parents' sample. The findings indicated that parents who heard the oral presentation and who participated in the active, group learning experience performed significantly better on the post-test opinionnaire concerning the feelings and behaviors of the child with learning disabilities than did parents who heard the oral presentation only.

It was concluded that materials and methods such as those developed for this study may be helpful in aiding parents to become aware of the feelings and behaviors of children with learning disabilities. Order No. 74-14,377, 121 pages.

THE PARENT AS CHANGE AGENT FOR PROBLEM BEHAVIOR

Bette Jordan SIMPSON, Ed.D.
University of Southern California, 1973

Chairman: Professor Williams

Purpose: This investigation was concerned with demonstrating the efficacy of training groups of preschool mothers, in the public school setting, to identify and modify their children's specific behavioral deficits, using positive and contingency management procedures. Further, this study was an attempt to demonstrate experimental control through the utilization of a research design model which combined the multiple baseline paradigm of applied behavioral research and conventional statistical analysis.

Procedures: Following a successful pilot study conducted with mothers of children in a disadvantaged school, similar training procedures were employed with two classes of preschool mothers. Mothers were instructed in the identification of a specific behavioral deficit, a behavior which would be desirable to increase in occurrence. They learned to record and chart each behavior. These classes were randomly selected from an on-going program of approximately 150 parent participation classes in the Los Angeles Unified School District. Each of the classes enrolled approximately 25 mothers. Of these, 18 mothers' behavior recordings were considered acceptable for data analysis. The mothers' training program was of six weeks' duration. The sequence followed the multiple baseline paradigm. The weekly sequence for one group was: Baseline 1, Baseline 2, Baseline 3, Intervention 1, Intervention 2, Reversal. The second group followed a similar, but offset, order: Baseline 1, Baseline 2, Intervention 1, Intervention 2, Reversal, Reinstatement. The independent variables were: (1) two groups and (2) six conditions. The dependent variable was the mean occurrence of the identified behavioral deficit for each weekly data interval.

Findings: The analysis of variance showed a statistically significant interaction of the main effects (groups and conditions). Tests of simple main effects of both independent variables identified the locations of significance. Following significant F ratios, Tukey's HSD method determined the conditions that were significantly different for each group. The results clearly validated the rationale of the multiple baseline design, and the predictions which originated the investigation. Mothers learned to identify, record, and chart specific behavioral deficits. They also utilized techniques of positive reinforcement during the intervention periods, resulting in significant increases over the operant levels of the specific behavioral deficits they were recording. There were no provisions for reliability checks of mothers' recordings in the home. In one group, the mothers charted the same behavior for two baseline periods of one week each (Baseline 2 and Baseline 3). There was no significant dif-

ference between the mean of these two weeks, thus providing a reliability check on the mothers' recordings during these two data intervals. Most important, the random selection of the two classes would randomize the error of measurement, so that one criterion for replication was met in this manner. Utilizing the analysis of variance in the design. Other criteria attempted for replication were: (1) detailed descriptions of training sessions and (2) application of the multiple baseline design utilized in applied behavioral analysis for purposes of establishing the reliability of the procedure.

Recommendations: Future research should include replication of this study in the same or another school district. Experimental controls should be applied to other designs in the the area of applied behavioral research, particularly the ABA. Broad cross-cultural programs for training parents to deal with problem behavior in the home should be initiated and expanded. There are not enough professionals to deal with oppositional children; the parent realistically must become the change agent for problematic behavior. There are important implications for education: the child who arrives at school exhibiting appropriate learning behaviors, rather than problem behaviors, will benefit from the educational experience. Parents have long been ignored as the key person in the most important component of the child's ecological system, the home. The school must ultimately accept the responsibility for broad parent training programs, for this is the setting where all children and their parents can be reached.

Order No. 73-30,040, 120 pages.

ALTERING PARENTAL ATTITUDES TOWARD CHILD-REARING PRACTICES AND ITS EFFECT ON ADOLESCENT SELF-ESTEEM

Samuel Eugene TOTO, Ed.D.
Boston University School of Education, 1973

Major Professor: Robert L. Porter

The main purposes of the study were two-fold: 1) To determine whether parental attitudes toward child-rearing practices in early adolescence could be altered using different preventive treatment techniques, and 2) To determine whether there would be a concomitant change in the adolescents' self-esteem, as measured by the perceptions of teachers and students themselves.

It was hypothesized that parental attitudes toward child-rearing practices would significantly change in a positive direction for those parents who either attended a lecture-oriented, goal-directed or a group-centered group from those who did not attend any group. Coopersmith's Self-Esteem Inventory (SEI) was administered to all eighth graders (N=234) of an upper-middle class suburban junior high school. Both mothers and fathers (N=118) whose students (N=59) ranked in the lower quartile of the SEI were randomly divided into three groups, two experimental and one comparison (Group C). One experimental group (Group A) had a series of twelve lectures stressing the concepts of Alfred Adler and his followers, especially through the works of Rudolf Dreikurs. Lectures entailed discussions about goals of behavior, the adolescent's feelings about inferiority, the degree of social feeling he had as a youngster, and methods which the parents could employ for better intervention within the social world of the adolescent. The other group (Group B) was group-centered emphasizing the change of participants' behavior through the initiative, shared leadership, and resources of its members. Both groups were conducted by the writer.

Forty-six parents completed the pre- and post-assessment on Pumroy's Maryland Parent Attitude Survey which was divided into four scales: Disciplinarian, Indulgent, Protective, and Rejecting. Analyses of variance, followed by t-tests where appropriate, were performed, which confirmed the hypothesis that parental attitudes toward child-rearing practices would change in a positive direction. At the .05 level of significance, findings indicated that parents and fathers, in particular, who did not attend any group became significantly more rejecting on Pumroy's construct compared to those who participated in a group-centered group (also, $P \leq .025$, .005 respectively) and to those fathers who attended the lecture-oriented group (also, $P \leq .025$): that fathers who were engaged in the group-centered group were significantly more protective in their attitudes toward child-rearing practices from those fathers who participated in the lecture series, and from those who did not engage in any group (also, $P \leq .01$): and also, that mothers who attended the lecture-oriented group or the group-centered group were significantly more disciplined in their attitudes on Pumroy's Scale than those mothers who did not participate (also, $P \leq .005$, .01 respectively). No other significant differences were found for parents, mothers or fathers on Pumroy's Disciplinarian, Indulgent, Protective or Rejecting Scales.

Secondly, it was hypothesized that their children would consequently show greater gains in self-esteem as perceived by the students themselves. Students rated themselves on Coopersmith's Self-Esteem Inventory. Although no significant differences between groups were found through the analysis of variance of pre- and post-scores on the SEI, students' change in self-esteem significantly increased at the .05 level for those students whose parents attended a group-centered group and at the .025 level for the other two groups.

Finally, it was hypothesized that the youngsters would show greater gains in self-esteem as perceived by teachers' ratings from Coopersmith's Behavior Rating Form. However, the hypothesis was not substantiated. Future studies would do well if they were conducted over a longer period of time so that self-esteem could appropriately be measured over a significant period of time.

Empirical results demonstrated the importance of parental study groups at the junior high level as a vehicle for reciprocal understanding between the youngster and the parent. Auxiliary findings through parental responses supported the need for such groups in order that open communication exist between the school and the home. Order No. 73-23,621, 170 pages.

AN INVESTIGATION OF SELECTED ASPECTS OF THE FAMILIAL BACKGROUND OF LEARNING DISABILITY PUPILS AND THE EFFECTS OF A PARENT TRAINING PROGRAM ON SELECTED VARIABLES

James Bradley WILSON, Ed.D.
University of Kansas, 1972

1. Statement of the Problem

Professional literature focusing on learning disabilities contains numerous examples of studies regarding methods, techniques, and the results of program implementation. These studies have as their focal point, the learning disabled student. Little has been written regarding the familial background of learning disability students and the use of parent training programs.

The general purpose was to investigate, by means of Post hoc analysis, the familial background of the learning disability students in the sample. Secondly, the effects of a parent training program on student academic gains were compared to a control group whose parents had not attended the training program.

2. Procedure

Two randomly assigned groups of parents, i.e., those involved in a structured parent program and those not involved in the program were compared on numerous variables regarding family status, child management procedures, and general questions regarding the family unit. Additionally, relationships were investigated based on academic adjusted gain scores in reading and arithmetic for the children of the parents of both

groups.

Study data was collected by questionnaire.

Statistical treatments throughout the study utilize non-parametric techniques. The Mann-Whitney U Procedure is used frequently. A Chi Square design was employed in instances when it was indicated as the treatment of choice. Numerous correlations are reported using the Spearman rank correlation coefficient.

3. Discussion

Results indicate that learning disability students come from diverse backgrounds. Family structures represented in the investigation ranged from the professional, financially capable, and stable framework to the large, disintegrating welfare supported family unit. There were no apparent strong trends relating to the background of learning disability students revealed by this study.

Analysis of data collected on two groups of parents, one which participated in a parent training program and the other which did not, has failed to reflect, for the most part, any significant trends or differences in the two groups. Weak trends appeared on questions regarding discipline in the home and amount of television viewing time. Both the amount of television viewing time and the discipline situation could have been altered significantly by participation in the parent program. Although not significant statistically, a definite difference in the disciplinary structure of the two groups was evident. Further inspection of the data has reflected no difference between the achievement level of students whose parents participated in the training sessions and those who did not.

4. Conclusions

On the basis of this study, it may be concluded that learning disabled students come from diverse familial backgrounds. It may further be concluded, that parental involvement in a parent training program did not have a statistically significant effect on: the children's academic achievement in reading and arithmetic, the amount of time made available by parents to their children for leisure and academic assistance, the number of books and toys in the home, and the number of behavioral characteristics reported by parents.

Order No. 73-11,841, 92 pages.

COMMUNICATING WITH PARENTS ABOUT COLLEGE: DOES THE APPROACH MAKE A DIFFERENCE?

John Michael WINKWORTH, Ph.D.
The University of Nebraska - Lincoln, 1973

Adviser: Robert D. Brown

This study was an attempt to assess the relative effectiveness of several methods of communicating with parents of first year college students. The investigation focused on parents of new students who participated in a summer orientation program. Three different treatment approaches were developed, in an effort to positively influence parental expectations of the freshman year. While all approaches utilized small discussion groups and information generated by the parents, they differed in terms of overall program focus.

The primary intent was to compare a Positive treatment approach that concentrated solely on the pleasant aspects of college life with a Problem treatment approach that was concerned with potential conflict situations and a Balanced treatment approach that attempted to provide a more objective picture of campus life. Program effectiveness was judged on the degree to which parental expectations and attitudes, as well as their behavior in the small groups, differed between treatments. Consistent with Rotter's social learning theory, it was predicted that the Positive treatment would be more effective than either of the other two.

The three treatment programs were assessed by means of measures of expectancy, attitude, and parent small group behavior. The expectancy measures consisted of Rotter's I-E Scale and two parental expectations surveys that were developed for the study. A semantic differential format was employed to obtain measures of parental attitudes toward the institution and the program. Parent behavior in the small discussion groups was assessed by means of observations made by student discussion group leaders.

A planned comparison analysis found the Positive treatment to be more effective than the Problem treatment, but no consistent difference was discovered between the Positive and Balanced presentations. A number of implications for future research and parent programming were made.

Order No. 73-25,503, 114 pages.

THE EFFECTS OF COMMUNICATIONS TRAINING ON VERBAL COMMUNICATIONS AND RELATIONSHIP RATINGS OF PARENTS AND ADOLESCENTS

Ronald Francis WUNDERLIN, Ph.D.
The University of Wisconsin, 1973

Supervisor: Professor Marshall P. Sanborn

This study was to assess the impact of communications training for adolescents and their parents provided by four high school counselors. A systems model of family communications was adopted which incorporated two measures, verbal interactions and the relationship ratings. Three categories of verbal communications were distinguished.

1. Listening Responses - talk encouragement, restatement of ideas or feelings, and clarification of ideas or feelings.

2. Sending Statements - descriptions of a situation or one's own wants and feelings without judging, blaming, demanding or ordering another.

3. Dysfunctional Expressions - statements judging, blaming, demanding or coercing another.

Four categories of relationship were rated by participants: positive regard, empathic understanding, genuineness and unconditionality.

Fourteen family triads composed of two parents and their teen-ager participated. Families were volunteers solicited by school counselors. Classes met weekly for four weeks to study and practice listening, sending, problem solving and assessment skills. Printed lessons were distributed, parents and teen-agers practiced communication skills in role-playing triads, observers' ratings and family tapes were discussed.

Families were observed at three points in time using taped conflict-resolution discussions and the Barrett-Lennard Relationship Inventory, (1) immediately before the first class, (2) four weeks later at the last class, (3) six weeks later with no intervening contacts. Thus, pretest-posttest measures spanned a ten-week period.

Pretest-posttest comparisons using correlated t tests were conducted on both posttest 1 and 2 which allowed analysis of immediate as well as longer term effects. Directional hypotheses were formulated to test increases in listening and sending statements, decreases in dysfunctional expressions, and increases in relationship variables. Null hypotheses were designed to examine differences between fathers, mothers and teen-agers, and between the four school settings.

Analyses of verbal communications revealed that families significantly increased listening and decreased dysfunctional communications on both posttests. Individual family members differed. Significant increases were found in mothers' listening and teen-agers' sending communications. Significant de-

creases occurred in fathers and mothers' dysfunctional expressions. Total percentages of fathers' and teen-agers' participation in discussions changed. Fathers significantly decreased and teen-agers increased participation, reversing pretest conditions. Mothers maintained one-third percentage of participation across the three discussions.

On posttests, mothers showed significantly more listening than fathers and teen-agers, while teen-agers showed significantly more sending than fathers and mothers. No significant differences were found between the four school groups. Training appeared to lead to consistent results over the four treatment settings.

Relationship scores revealed no significant changes for families or individuals. Only small increases were observed on regard, understanding, and genuineness. No statistical differences between school groups occurred on pretest relationship measures. However, School A was significantly higher and School B lower than other schools on posttests. It appears that differential changes occurred on relationship ratings among the four schools.

Participants reported that classes were helpful. Both families and counselors thought parent-teen-ager communication training ought to be continued as part of the guidance program.

Participants changed on the verbal level but not on the relationship level. It was concluded that communications training with the families was of greatest value in stimulating change in verbal behavior. On-going, well-established family relationships reported by participants were apparently not modified within the experimental time frame. It was strongly recommended that school counselors extend this service to families.

Order No. 74-516, 181 pages.